Hope Academy Charter School
Board of Trustees

HACS ROADBACK PLAN
2020-2021

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Executive Summary

The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students   learn.

This Restart and Recovery Plan provides educators and administrators with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

The Plan presents guidance related to four key subject areas:

1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

Throughout the document, the term "anticipated minimum standards" is used to refer to items that school districts should incorporate into their reopening plans as definite components related to health, safety, and operations. The term "considerations" is used to refer to components that districts and schools should incorporate into their thinking about reopening, but do not represent necessary components of plans.

Conditions for Learning

Conditions for learning must not only address students' and educators' basic physical safety needs, but also the social and emotional and environmental factors that can impact educators' capacity to teach and students' capacity to learn.

Hope Academy Charter School will follow the following procedures for screening students and employees for symptoms of COVID-19: All staff and students will have their temperatures taken upon entering all buildings. Students will be required to wear masks in classrooms and in all common areas. Staff is required to wear face coverings unless it would inhibit the individual's health. Desks will be arranged to face the same way, if sitting at tables, students will only be seated on one side of the table, desk shields will be utilized and social distancing of 6 feet will be established to the maximum extent possible. Cleaning and disinfecting will be increased significantly daily in all buildings. Students (and staff) will be provided with instruction on hygiene, washing of hands, importance of wearing face coverings, and staying home when ill. Posters throughout the building will remind the students of the importance of following the CDC guidelines for staying healthy. Purell (Hand Sanitizing) stations will be placed in all classrooms, in the hallways and at all of the entrances in the buildings.

At a minimum, school districts must adopt a policy for screening students and employees for symptoms of COVID-19 and history of exposure and must strive for social distancing within the classroom and on school buses. If schools are not able to maintain this physical distance, additional modifications should be in place, including physical barriers between desks and turning desks to face the same direction. Each school district must also adopt cleaning and disinfecting procedures.

School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

In addition to these minimum standards, the NJDOE has identified ten Critical Areas of Operation that schools must address in their restart plans:

1. **General Health and Safety Guidelines** – In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

2. **Classrooms, Testing, and Therapy Rooms** – Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands

frequently.

3. **Transportation** – School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.

4. **Student Flow, Entry, Exit, and Common Areas** – School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

5. **Screening, PPE, and Response to Students and Staff Presenting Symptoms** – School districts must adopt a policy for safely and respectfully screening students and employees   for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

6. **Contact Tracing** – Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

7. **Facilities Cleaning Practices** – School districts must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

8. **Meals** – If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

9. **Recess/Physical Education** – School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared

equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

10. **Extracurricular Activities and Use of Facilities Outside of School Hours** – All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

In addition to taking these steps to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students. Based on input from New Jersey stakeholders and educators from across the country, the NJDOE recommends school district teams include the following elements in their reopening plans:

- **Social Emotional Learning (SEL) and School Climate and Culture** –Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

- **Multi-Tiered Systems of Support (MTSS)** – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

- **Wraparound Supports** – Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

- **Food Service and Distribution** – School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

- **Quality Child Care** – Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school's modified schedule to local child care providers, and plan to transport students from school to child care facilities.

Conditions for Learning

Conditions for learning involve the social, emotional and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen in the fall, the impact of social isolation on both educators and students must be a key area of concern.

Except where otherwise indicated, the provisions of this section are "Additional Considerations" that may help districts in considering ways to adhere to the anticipated minimum reopening standards.

Throughout this plan, provisions marked "Anticipated Minimum Standards" describe anticipated health and safety impacts so that every district can work from a set of established statewide standards and ensure that our State's educational health does not come at the expense of our public health. The conduct permitted will be controlled by Executive Order and thus, is subject to change. The intent of this guidance is to provide districts with the information necessary, to the greatest extent possible, to plan for reopening. This section also provides "Additional Considerations" that may help districts in considering ways to adhere to the anticipated minimum reopening standards. These provisions are also consistent with a school district's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1.

The NJDOE anticipates these and other parameters included in this section will significantly influence the nature and scope of in-person instruction and other operations in the 2020-2021 school year. We encourage administrators to engage in meaningful and ongoing consultation with local health officials on any health and safety decisions. Such consultation will ensure that decisions are made with full awareness of local health conditions and up-to-date scientific knowledge.

It is important to note that these standards and considerations are designed to be applicable and adaptable to a wide range of school districts. Hope Academy Charter School will abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff must remain the number one priority and guide all decisions at the local level.

Through these areas, NJDOE details a number of anticipated minimum standards, including:

- Hope Academy Charter School will allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room. When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
    - If schools are not able to maintain this physical distance, additional modifications should be in place. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- Each school district must adopt cleaning/disinfecting procedures.

- School districts are strongly encouraged to maintain social distancing on school buses; if it is not feasible or prohibitively burdensome or expensive to maintain physical distancing, students must wear face coverings.

- School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure.

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Leadership and Planning

Adjusting the school environment to ensure the health and safety of students and staff will require a great deal of planning. School districts should create Restart Committees to coordinate the overall reopening plan. These Committees should include district- and school-level administrators, school board members or charter trustees, local education association representatives, educators, parents, and students.

A Restart Committee/Pandemic Response Team was established at Hope Academy Charter School (HACS) and includes school-level administrators, members of the Board of Trustees, educators, parents and students. Some of these members were part of the Pandemic Response Team. The Committee/ Team communicated and participated in the decision making of the school community. Administrators, teachers, the social worker, students, parents, custodians, and secretaries were members of both committees. Building administrators will work with the social worker to ensure support of students' social-emotional needs to include mental health and trauma support. The Pandemic Response Team/Restart Committee shared concerns, ideas and plans for a smooth transition back to school. Team members are listed as follows:

- School principal or lead person (DaVisha Pratt, CSA / Dawn Fossnes, Principal)
- Teachers: (Tiffany Varley, Samantha Vallone, Maria Ottaviano, Pallas Howell, Cynthia Norkus)
- Child Study Team member (Shanna Armour, LDT/C)
- School Counselor or mental health expert (Madeline Jean-Mary, School Social Worker)
- Subject Area Chairperson/Supervisor: (Kristin Zink, Mathematics/Building Supervisor)
- School Nurse: (Tiffany LaFauci) / Dr. Wymer "Asbury Park Pediatrics"
- Teachers representing each grade band served by the district: (Sara Shanahan, Jennifer Turchyn, Candice Ledet, Lisa Nicoletti)
- School safety personnel: (Syron Davis, Student/Facilities Support / Ahmed Lawson, Facilities Coordinator)
- Members of the school safety team: (John Thorp, David Dallas)
- Custodian (Janesha Joshua, William Rodriguez)
- Parents (Angela Martinez, Sheree Sanders-Jones, Shaquana Martz, Rocio Reano)

o The instructional program will provide instruction 5 days a week. HACS intends on offering four days in-person Monday through Thursday or four days AA/BB hybrid schedules for their students. Both plans include remote instruction on Fridays. The both plans include the required PE/Recess requirement. We feel that we can accommodate the needs of the students by offering instruction every day, knowing that arrival and dismissal for in-person instruction will be staggered. For our AA/BB schedule, with synchronized learning, students will be in the building or remote based on the first letter of their last name.

o Hope Academy Charter School District has established the first seven days prior to the start of school year for Google Training/Certification, online curricular program training, as well as training regarding data warehousing systems for all staff. We adjusted the school calendar in order to accommodate this professional development training as well as additional PPE requirements. We expect all of our staff to be up and running with in-person, synchronized, and remote learning.

Instructors

Attendance and instructional contact time will accommodate opportunities of both synchronous and asynchronous instruction, ensuring a 180-day school year. Hope Academy Charter School district will accommodate educators teaching in-person, hybrid, and virtual learning in a manner that will allow students to meet their required instructional hours for the day. This may include independent work while students are in classrooms receiving instruction. The HACS district will consider access and equity for all staff to ensure continuity of student learning. Needs such as access to technology, social and emotional health, and child care concerns will be considered. Scheduling for staff will comply with the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA). The roles and responsibilities of school administrators, teachers, instructional assistants, educational professionals etc. will ensure continuity of learning for student success.

Administration

Hope Academy Administration discussed hallway traffic and determined the start of the teachers' day will not need to be altered to meet the staggered dropping off of the students. Discussion on the importance of start time to monitor students in the building took place and decided that teachers will be in their classrooms by 7:30 AM. Students will be directed to their classrooms immediately upon entering the buildings. Staff will be leveraged to monitor student movement, hallway traffic and maintain safety requirements. Administrators will work with staff and faculty to ensure that teaching and learning and all student services will be rendered efficiently and effectively. High-quality instruction will be emphasized with in-person, remote and/or synchronized learning. Administrators will work with the school Social Worker to assess the academic and emotional well-being of students upon their return to school. Administrators will collaborate with instructors on the importance of differentiated instruction and rigor in hybrid and remote learning models. Administrators will facilitate the virtual component of synchronous and asynchronous online interactions.

Substitutes

Substitutes Plans will be developed for staffing needs in case of long-term absences. Plans will be provided for substitute teachers for in-person and virtual settings. Substitute teachers will not have to instruct/supervise the remote students to the greatest extent possible. Plans will be developed should additional staff be necessary (school nurses, social worker, etc.).

Technology Needs On-going technology support will be provided to staff, students and families. Families were surveyed to determine technology needs/access. When needed, students will be provided with a device for remote learning. Staff will be trained on Google. The district will be trained on expectations and guidelines regarding professional online etiquette/interactions with students.

Hope Academy Charter School established a school-based Pandemic Response Teams/ Restart Committee to centralize, expedite, and implement COVID-19-related decision-making. The school team has a liaison lead that reports to district-level administrators to ensure coordinated actions across the district. The Pandemic Response Team includes a cross section of administrators, teachers and staff, and parents and should represent a cross-section of the school community including its gender and racial diversity.

The Restart Committee/ Pandemic Response Teams, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

The NJDOE also recommends they address the following critical issues:

- **Scheduling** – Hope Academy's reopening plans accounts for resuming in-person instruction in some capacity. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOH), as well the stakeholder input on the needs of all students and the realities of each unique district. HACS policies for attendance and instructional time may require modifications for the 2020-2021 school year. (Note: Schedule is a separate attachment)

- **Staffing** – Regardless of the environment, school districts should clearly communicate with teachers regarding expectations and support for student learning. School reopening plans and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. Staff roles will also have to expand to accommodate new health and safety regulations. Hope Academy Charter school will have to leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.

- **Athletics** – The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Hope Academy has shared the scheduling plans with staff, families, and students before the start of the school year in order to allow families to plan child care and work arrangements.

Policy and Funding

Policy and Funding

o Personal Protection Equipment purchases have been made. Face masks, cleaning products, additional filters and cleaning systems for HVAC units, no-touch thermometers, Thermal Temp Reading equipment, and foggers are some of the purchases that have already been secured.

o As of now, the CARES money has supported the requests for the re-opening. Should there be a need for additional costs, transfers of funds from reserve accounts will be an option.

o Hope Academy Charter School District has efficient broadband connectivity and was able to meet the needs of the instructors and students for the last four months of the 2019-2020 school year.

Hope Academy School District has received CARES relief and will be using this aid for purchases and services due to COVID-19. The Hope Academy Charter School District will also utilize the assistance from the Federal Emergency Management Agency-Public Assistance. Hope Academy Charter School is presently utilizing the most recent state aid figures in the planning

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readying facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. Policy and funding considerations include:

- **Purchasing** – School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.

- **Use of Reserve Accounts, Transfers, and Cashflow** – To the greatest extent possible, districts should consider making expenditures from various accounts or over-budgeted line items to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner's approval to make a withdrawal from this account. Additionally, districts should be mindful that certain budget actions require the Commissioner's approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.

- **Costs and Contracting** – All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. The NJDOE also encourages districts to use cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services.

To ease the burden on schools, the NJDOE plans to leverage existing and pending federal and state

legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance. Resources that may be available to schools include:

- **Elementary and Secondary School Emergency Relief Fund** – The federal "Coronavirus Aid, Relief, and Economic Security" (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by COVID-19. Under the law, $310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts through subgrants.

- **Federal Emergency Management Agency – Public Assistance** – The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline, the NJDOE encourages districts to apply as soon as possible.

- **State School Aid** – In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27, 2020, but the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. While districts should use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, 2020 and the FY21 State budget, which must be adopted by September 30, 2020. The NJDOE will provide more detailed accounting guidance after the appropriations act is adopted.

Hope Academy Charter School's Continuity of Learning

o All students with an Individualized Education Plan (IEP) or a 504 plan, highlighting educational accommodations, will be provided direct educational and related services as prescribed. Hope Academy Charter School District employs staff in accordance to meet all students individualized needs in accordance with N.J.A.C. 6A:14 and Section 504 of the Americans With Disabilities Rehabilitation Act. In the event HACS needs to shift exclusively to remote learning due to an emergency related executive order, all staff and services associated with that student will be delivered accordingly adhering to all federal and state guidelines.

o Surveys have been provided regarding gathering information on internet connectivity as well as devices in the home. During the 2019-2020 school year, the Hope Academy Charter School provided 245 devices to the students from grades kindergarten through eighth.

o Hope Academy Charter School District has assessed last year's remote learning experiences and have determined that the district will work toward becoming a Google Certified District. Seven days of professional development as well as PD during the year will include Google as well as a final test for certification will be provided for all staff members. We feel that this certification will enhance the instruction for all of our students.

o Professional development is scheduled to take place prior to the first day of the 2020-2021 school year. All staff members will have the opportunity to become Google Certified.

o Needs Assessment was conducted and identified the need of additional devices in the classrooms. Instruction will take place in the classrooms and/or cafeterias as these areas are large and will accommodate social distancing. Where 6ft apart can not be met additional measures will be taken such as desk shields. Students will be in cohorts with minimized movement in the building and Projectors, Promethean Boards and laptops or chromebooks will be used during in-person instruction in order to provide synchronized learning for those that are not in the classroom.

o Curriculum will be delivered to account for the loss of learning that may have been the result of the school closures for the 2019-2020 school year. Administrators and educators will be tasked with identifying unfinished learning that needs to be addressed.

o Accelerated learning may be included with tasks and assignments to fill in gaps lost from last year's closures will be in place.

o High quality instruction will be emphasized in all anticipated environments to include in-person instruction, hybrid instruction, virtual instruction and project-based instruction.

o Different assessments (pre-assessment, formative, interim and summative) should be utilized to assess student gaps lost from last year's closure.

o Locally developed assessments should be utilized upon returning to school for the 2020-2021 school year.

o Pre-assessments should be incorporated into regular classroom instruction but not interfere with student learning opportunities as school re-opens.

o Professional Development will be provided to staff during the first seven days of the school year. By the end of the school year all teacher members will be given the opportunity to be Google Certified. The HACS district wants to grow each educator's professional capacity to deliver appropriate standards-based instruction remotely as well as in-person.

Critical Area of Operation #1: General Health and Safety Guidelines

Critical Area of Operation #1 General Health and Safety Guidelines:
Implementing social distancing practices in all of Hope Academy Charter School's instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student desks and seating the classrooms, cafeterias and other spaces will be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging seating such that all individuals face the same direction can help reduce transmission.

o Hope Academy will ensure Communication with the Department of Health, Department of Education and surrounding schools will be maintained.

o Staff and students at higher risk will be identified and provided with options for teaching and learning. Options for virtual learning will be provided for those identified students.

o CDC guidelines will be implemented and followed.

o Staff and students will be provided with information on hand hygiene, respiratory etiquette, face coverings, and symptoms of COVID-19. Staff and students will be directed to stay home when not feeling well.

Hope Academy's Minimum Standards

- In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommends actions, HACS will incorporate within our plan:
  - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community
  - Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
  - Following CDC's Guidance for Schools and Childcare Programs
  - Promoting behaviors that reduce spread:
    - Stay home when appropriate
    - Hand hygiene and respiratory etiquette
    - Desk Shields
    - Face coverings
    - Signs and messages

- Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - Chronic lung disease or asthma (moderate to severe)
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (body mass index, or BMI, of 40 or higher)
  - Diabetes
  - Chronic kidney disease undergoing dialysis
  - Liver disease

Additional Considerations

- In addition to the general guidelines applicable to all districts aligned with the stages of reopening, each local school district must plan reopening in accordance with local conditions and resources.
- It may be helpful to consider how other countries have handled school reopening, particularly those in which COVID-19 rates peaked earlier than the United States. For example, the Learning Policy Institute's Policy Brief, *Reopening Schools in the Context of COVID-19: Health*

and Safety Guidelines from Other Countries examines the response to COVID-19 in five countries.

See *Appendix B* for additional resources regarding General Health and Safety Guidelines
Considerations:
Hope Academy will provide reasonable accommodations for individuals identified as high risk for severe illness from COVID-19 and individuals with underlying medical conditions.

Hope Academy will be collaborating with the superintendents in Monmouth County as well as the Health Department as the plan enfolds.

Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, as reference in critical area #1 student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces should be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging seating such that all individuals face the same direction can help reduce transmission.

Hope Academy's Minimum Standards

Hope Academy will allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications should be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
    - In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom.

- All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable. See "Additional Considerations" below for information helpful in calculating appropriate room occupancy to account for social distancing.

- Use of shared objects should be limited when possible or cleaned between use.

- Hope Academy included adequate ventilation in the indoor facilities, including operational heating, and ventilation systems where appropriate.
    - Recirculated air must have a fresh air component.

- Open windows if A/C is not provided.
- Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

- HACS will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
  - In each classroom (for staff and older children who can safely use hand sanitizer).
  - At entrances and exits of buildings.
  - Near lunchrooms and toilets.
  - Children ages 5 and younger should be supervised when using hand sanitizer.
  - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

- Students will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
  - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

Additional Considerations

- Below is a square foot per person scenario that presents a logical and consistent social distancing capacity for schools based on the Facilities Efficiency Standards (FES). Net square footage (NSF) per occupant based on a six foot radius of space around occupants is provided as a guide. Schools can utilize the sample NSF to help determine the number of occupants who may be served within the school. (Please note that the NSF listed includes allocations for a desk, circulation space, and loose furniture and equipment).
  - 6.0-foot radius = 113 NSF

- For Hope Academy elementary programs, when possible:
  - Keep children six feet apart when eating, and doing other activities.
  - Avoid close group learning activities like reading circles.
  - Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:
    - at the start of the day when children enter the classroom
    - before snacks and lunch
    - after using the toilet or helping a child use a toilet
    - after sneezing, wiping, and blowing noses
    - after snacks and lunch, particularly if hands are sticky, greasy or soiled
    - when students come in from outdoor play or recess
  - In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher.
    - The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20 seconds, then wash hands with soap and water as soon as possible.

- Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.
    - When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
    - Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

- Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
    - Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

- Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.

- Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.

- For furniture that is intended to accommodate more than one student the school district should explore bringing in furniture to replace the multi-student furniture or consider some type of partitioning system. These have recently become commercially available. These types of partitions should also be considered anywhere it is necessary to separate students/parents from staff.

- Consider keeping classes together to include the same group of children each day (cohorts).

- Allow minimal mixing between groups/cohorts.

- Allow outdoor classrooms where possible and when seasonally appropriate.

- Add time to lunch and recess periods to ensure students have time to wash their hands.

- Build in the practice of handwashing throughout the day, during transition times.

Critical Area of Operation #2 Classrooms, Testing and Therapy

o Hope Academy Classrooms will be set up to adhere to social distancing. Social distancing spacing will be indicated on floors in hallways, large spaces and classrooms. All attempts will be made in all of our classrooms in all of our spaces to promote social distancing to the maximum extent possible. Face coverings will be required to be worn by students.

o Front office personnel will be provided with clear plastic barriers by desks and counter areas where students/staff/visitors communicate, sign-in, drop off items etc.

o Shared objects, equipment, technology will be limited and/or cleaned between use. Wipes will be provided in all of the classrooms for sanitizing after use by students as they exit the classrooms. Students will be provided with instruction on proper cleaning of tools/equipment (as part of their vocational training) as well as instructional equipment (chrome books, laptops, i-Pads)

o Filters on all heating and air conditioning units will be cleaned and maintained quarterly which is more than double the recommended manufacturer's schedule. Fresh air component will be increased and windows and doors will be open when weather permits to bring in fresh air.

o All classrooms will be provided with hand sanitizing gels and/or sanitizing stations. Hand sanitizing stations will be located at the entrance of all of the buildings, lavatories, and hallways.

o Students will be trained on the proper procedure for washing hands and hand sanitizer use (at least 60% alcohol). Some of the rooms have handwashing stations which will be fully stocked with soap, water and alcohol-based hand sanitizers. A school-wide plan where students are required to wash their hands for at least twenty seconds.

o Students in each class will utilize a bathroom schedule to minimize the number of students in the bathroom at one time.

o Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizer (at least 60% alcohol)
    -In each classroom (for staff and student use)
    -At entrances and exits of the building
    -Near bathrooms / lunchroom areas
    -For classrooms that have existing handwashing stations, prepare stations with soap, water and alcohol-based sanitizer.

o Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use
    -When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible
    -Avoid sharing electronic devices, toys, books, and other games or learning aids or thoroughly clean and disinfect bestween use.

o Keep each child's belongings separated from others' and in individually labeled containers, cubbies or areas

o Larger rooms (i.e. gyms or cafeterias) can be used as classrooms to allow for social distancing.

o Consider keeping classes together to include the same group of children each day (cohorts).

o Allow outdoor classrooms where possible and when seasonally appropriate.

o Build in the practice of handwashing throughout the day, during transition times.

Considerations: Social Distancing will be in place to the best of our ability. Square foot per person scenarios have been provided by Facilities' coordinator and every effort will be made to social distance students (six feet apart).

Critical Area of Operation #3: Transportation

***Hope Academy does not provide transportation. However safety precautions will be communicated to parents as they may use private transportation services.**

Transporting students poses a particularly difficult challenge to restarting school operations in the presence of COVID-19. In the 2019-2020 school year, nearly 740,000 students were transported to and from school. As the 2020-2021 school year approaches, districts that transport students will need to consider how to get students to and from school buildings while protecting the health and safety of those students and the personnel who provide these services. This section explores possibilities that would support that objective.

School districts should maintain social distancing practices on buses (at least six feet of distance between riders) to the maximum extent practicable. Several methods are available to achieve such social distancing:

- The CDC recommends that school districts modify the manner students are seated on a school bus such that there is one student seated per row, skipping a row between each child, if possible. Under this scenario, a 54-passenger school bus would only have 11 passengers (seating students who reside in the same household in the same row, whenever possible, would increase capacity).

- Alternatively, a district may consider seating one student per row, as has been done in some countries and recommended in Montana, doubling the vehicle's capacity.
  - For example, several companies have started marketing physical barriers that separate rows on a school bus. Such equipment would allow students to be seated in each row, thereby doubling the socially distant capacity that was previously noted.

However, recognizing the potentially significant economic and operational challenges that might arise in achieving these standards, the NJDOE is providing the following anticipated minimum standards and considerations.

Hope Academy's Minimum Standards

- If a district is providing transportation services on a school bus but is unable to maintain social

distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

- Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles (see guidance for bus transit operators).

Additional Considerations (potentially for Fieldtrips)

- To limit possible physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.

- Stagger transportation times so fewer children are in each vehicle (e.g., one child per seat, every other row).

- Open windows if possible.

- Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.
  - To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

- Drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).

- Hang signs to reinforce social distancing and hygiene rules.

- Following social distancing practices substantially decreases the school bus capacity, potentially increasing the number of bus routes required. Depending on the level of in-person instruction that a school district anticipates providing, this option may be cost prohibitive or a district may face an insufficient supply of qualified bus drivers. This option is most likely appropriate if a school district opts to provide in-person instruction to a subset of its students on any given school day.

- In addition to the potential cost, installing partitions between rows of school buses may create additional challenges, including the surface area that must be cleaned and sanitized on a regular basis. Entities that oversee the safety of school buses, the New Jersey Motor Vehicle Commission and federal regulators, would need to approve the use of such equipment.

- Encourage curb- or door-side drop-off and pick-up of children.

- Consider health screenings for drivers.

Minimizing Demand on Transportation Resources

To the extent that they would reduce bus capacity, these health and safety provisions might require a substantial increase in resources in terms of expenditures, buses, drivers, and routes to accommodate the new configuration. Assuming such an increase in resource allocation is not feasible, a district might explore options that reduce the overall demand for transportation between home and school.

- School districts should attempt to increase parents' awareness of the ability to waive transportation for the school year. The extent to which parents are aware of this possibility is not clear and it has been suggested that some parents may be uncomfortable with having their children board a school bus until the COVID-19 pandemic is more thoroughly contained. By advising parents of this option, a district may be able to collect accurate data that allows them to assess the demand for transportation and to plan accordingly. Further, a district might explore an option whereby parents receive a payment to waive transportation services in accordance with 18A:39-1c. Such an option should specify the time period, up to the full school year, and the corresponding payment, that would be provided.

See Appendix B for additional resources regarding Transportation.

Critical Area of Operation #3 Transportation

o Hope Academy School District does not transport students to/from school. We will comply with all of the districts of residence schools on the social distancing practices and face covering mandates.

Considerations:

Hope Academy Charter School district does not provide bussing for students. However, if a parent chooses to use private transportation services HACS will encourage the parent to request social distancing practices including the use of a face mask of the private providers.

Critical Area of Operation #4: Student Flow, Entry, Exit, and Common Areas

Hope Academy's Minimum Standards

- Hope Academy Charter School's reopening plan establishes the process and location for student and staff health screenings. See below Critical Area of Operation #5 "Screening, PPE, and Response to Students and Staff Presenting Symptoms" for additional information.

- If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

Additional Considerations made by Hope Academy Charter School

- Minimize interaction of students between drop-off and entrance to school facilities.

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

- Establish separate entrances and exits to school facilities where possible.

- Require visitors and parent/guardians use their own pen for signing in/out.

- Maintain social distancing in hallways and common areas.

- Minimize the number of non-essential interactions between students and staff throughout the school day.

- Create student cohorts as an effective strategy to limit exposure and contact.

- Limit commingling between classes or other district-set groups of students.

- Minimize large group gatherings.

- Create a system that allows for physical distancing.

- Provide hand sanitizer at school entrances.

- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).

- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).

- Limit the number of students in the hallway at the same time by staggering release from classrooms.

- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

- Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

See Appendix B for additional resources related to Student Flow, Entry, Exit, and Common Areas

Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas:

o Hope Academy Charter School Students will enter the building at the sides and main entrances. Hope Academy Charter School has purchased Thermal Scan Readers to take multiple temperatures at a time upon entrance.

o Floors will be marked to indicate 6 feet and signs will be posted on all of the walls throughout the buildings indicating social distancing. Entrance and Exits are staggered due to minimize number of students during arrivals and pick-ups. Supervision will be maintained throughout entry and exits to ensure social distancing and wearing of face coverings in hallways and common areas

Considerations: The HACS district is able to minimize interaction of students between drop-off and entrance to school as the arrival and dismissal times are staggered. Hand sanitizer will be provided in all classrooms and cleaning will be increased in all buildings. Large group gatherings will be eliminated.

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Routinely sanitize pens for visitors and parent/guardians use for signing in/out.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Consider a schedule that eliminates access to lockers to keep traffic in the hallways within social distancing protocols.
- Limit entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

Hope Academy's Minimum Standards

- Hope Academy Charter School has adopted a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:
    - Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
    - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
    - Results must be documented when signs/symptoms of COVID-19 are observed.
    - Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

- Hope Academy adopted procedures for symptomatic staff and students. Procedures include the following:
    - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.
    - If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
    - Hope Academy has implemented a policy to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols must include:
        - Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
        - Follow current Communicable Disease Service guidance for illness reporting.
        - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
        - Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
        - Continuous monitoring of symptoms.
        - Readmittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19
        - Written protocols to address a positive case.

- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

- Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is

also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

- Exceptions:
    - Doing so would inhibit the individual's health.
    - The individual is in extreme heat outdoors.
    - The individual is in water.
    - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
    - The student is under the age of two (2) and could risk suffocation.
- If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.

Additional Considerations

- Teach and reinforce use of face coverings among all staff (excluding health exceptions).
    - Consider providing training on hygiene protocols for staff.

- Students and employees may be asked to leave or not come into school if they test positive for COVID-19 <u>or</u> exhibit one or more of the symptoms of COVID-19, based on CDC guidance.

- School administrators may use examples of screening methods in <u>CDC's supplemental Guidance for Child Care Programs that Remain Open</u> as a guide for screening students and <u>CDC's General Business FAQs</u> for screening staff.

- School districts should consider whether additional screening should take place for APSSD's and in-district programs which serve students with underlying conditions who may be at higher risk for more severe COVID-19 infection.

- Face coverings are required times when physical distancing is difficult.

- Attempt to have the same adult drop off and pick up students.

- Consider using a professional development day for staff to practice screening protocols with each other before applying to students.

- Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

See Appendix B for additional resources related to Screening, PPE, and Response to Students and Staff Presenting Symptoms

Critical Area #5 Screening, PPE and Responses to Hope Academy Charter School students and staff presenting symptoms:

o Must adopt a policy for screening students and employees upon arrival and history of exposure. **Policy #5143.3** regarding screen procedures for students and staff upon arrival at school or work will be adopted.

    o Hope Academy School District has purchased Thermal Readers to take multiple temperatures at a time upon entrance. School Nurse will read the temperatures as students enter the building.

    o Health checks for all of the students will resume as usual to include eye examinations, weights, blood pressure, etc.

    o School Nurse will document the results of signs/symptoms of identified students. Students and staff with COVID-19 will be safely and respectfully isolated from others.

    o Any screening policy must take into consideration students with disabilities and accommodations that may be needed in the screening process for those students.

    o Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Communicable Disease Service guidance for illness will be followed. All buildings will have an isolated area for students that display symptoms of COVID-19.

    o A district official must notify local health officials, staff and families should any person that has spent time in any of the buildings of the Ocean County Vocational Technical School District test positive for COVID-19.

        Procedures for when someone tests positive for COVID-19:

        o All buildings have identified an isolation space where students can be supervised and remain until an authorized adult can pick up.

        o Guidelines for illness reporting will be followed. The Nurse will be designated as the person responding to COVID-19 concerns. All staff, students, and families will be informed of this procedure. Health officials will be notified when staff and families self-report to the school.

        o Students and staff will be provided with PPE if needed.

        o Relationships will be forged with local health officials. When cases arise, notification will be made to parents and staff. The health officials will do the contact tracing.

    o If a student or staff member shows symptoms of COVID-19, he/she should be sent home as soon as possible. He/she should separate from well students and staff until the sick person can be sent home. He/she will remain in an isolated area until exiting the building.

    o Any staff or student that has tested positive for COVID-19 must stay home and not return until a negative COVID-19 test result is achieved.

    o The Pandemic Response Team members/School Principal will be alerted to the situation should a student/staff member test positive.

    o Educating parents on the signs of COVID-19 will be dispersed and encouragement to keep students home when they are sick will be emphasized.

o   All staff members and visitors must wear masks. Visitors must have an appointment for admittance to any of our centers.

o   Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

Exceptions:
•   Doing so would inhibit the student's health.
•   The student is in extreme heat outdoors.
•   The student is in water.
•   A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
•   The student is under the age of two (2), due to the risk of suffocation.
•   During the period that a student is eating or drinking.
•   Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
•   The student is engaged in high intensity aerobic or anaerobic activities.
•   Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location **and** able to maintain a physical distance of six feet apart.
•   When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

o   Visitors must have an appointment for admittance to Hope Academy Charter School. However all meetings will primarily be virtual or held outdoors (weather permitting). If a visitor refuses to wear a face covering for non-medical documented purposes, entry will be denied. Signs will be posted at the entrance of the buildings for face covering mandates.

Additional Considerations

o   Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.
o   Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above. However, they may be an option for students or staff with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.
o   All staff will wear face coverings unless health exceptions are noted. Temperatures will be taken at the entrance of all buildings and students/staff will be asked to leave if they have a fever of 100.4 degrees or higher as well as the additional COVID-19 symptoms. Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained. These symptoms include:
•   A fever of 100° F or greater
•   Cough
•   Shortness of breath or difficulty breathing
•   Chills
•   Repeated shaking with chills

- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting

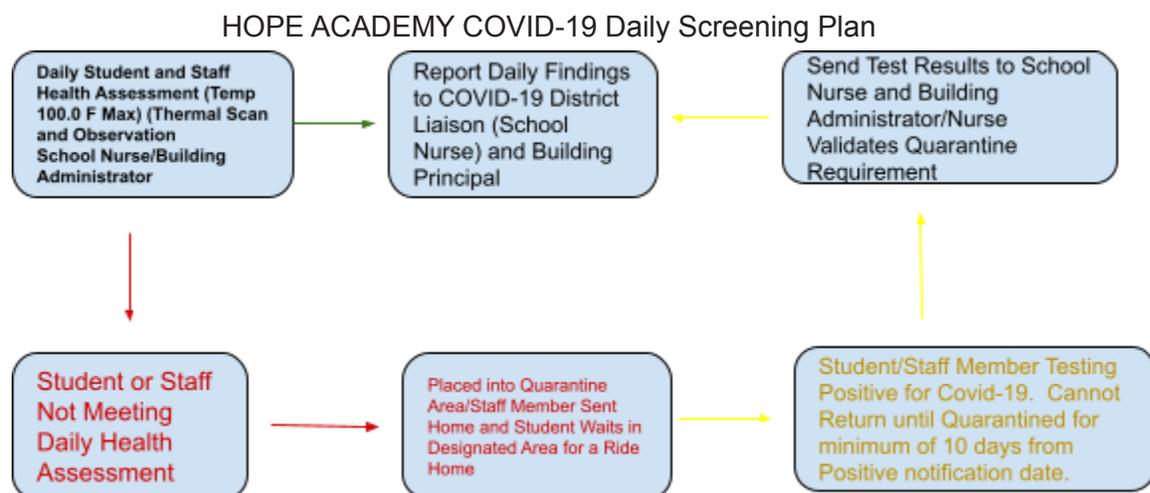**Critical Area of Operation #6 Contact Tracing:**

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School nurses should be engaged to educate the broader school community on the importance of contact tracing. Local health officials will handle the contact tracing. Prior to any outbreak, relationships will be forged with our local officials for easy communication and collaboration should their support be needed.

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Hope Academy's School Nurse in collaboration with the School Safety Specialist (Chief School Administrator or Principal) will complete the John Hopkins University's COVID-19 Contact Tracing Course.

Considerations:

HACS district will be working with the local health department to assist in any tracing activities if needed. We have administration and nurses working with the health department as well as others from schools in Monmouth County to provide information and training to carry out responsibilities and procedures to staff.

HOPE ACADEMY COVID-19 Daily Screening Plan

Daily Student and Staff Health Assessment (Temp 100.0 F Max) (Thermal Scan and Observation School Nurse/Building Administrator)	Report Daily Findings to COVID-19 District Liaison (School Nurse) and Building Principal	Send Test Results to School Nurse and Building Administrator/Nurse Validates Quarantine Requirement
Student or Staff Not Meeting Daily Health Assessment	Placed into Quarantine Area/Staff Member Sent Home and Student Waits in Designated Area for a Ride Home	Student/Staff Member Testing Positive for Covid-19. Cannot Return until Quarantined for minimum of 10 days from Positive notification date.

Critical Area of Operation #6: Contact Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease   (see resources below). Schools and districts should engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing. The NJDOE will credit certified school safety specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course (see resources in Appendix B).

Additional Considerations

Hope Academy's Contact tracing policies were:

- developed in consultation with the board's local health department, Hope Academy's Doctor of Record and with school nurse employed by the board;

- Identify the criteria an individual must meet in order to activate the board's contact tracing policy;

- Clearly describe the school or district's responsibilities regarding notification of:
    - its local health department;
    - Staff, families and the public;

- Identify the school or district's role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

- Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and

- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

- Designation of a staff liaison or liaisons responsible for providing notifications and carrying out

other components of the board's contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.

- Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

*See *Appendix C* for statutes and regulations related to Contact Tracing.*

*See *Appendix B* for additional resources regarding Contact Tracing.*

Critical Area of Operation #7: Facilities Cleaning Practices

Hope Academy's Minimum Standards

Hope Academy will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Each school district must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. Districts must:

- Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.

- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - School bus seats and windows

- Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

Additional Considerations

- Regarding bathrooms:
    - Avoid crowds by limiting the number of students who can enter at a time.
    - Designate staff members to enforce limited capacity and avoid overcrowding.
    - Consider purchasing no-touch foot pedal trash cans, if possible.
    - Prop doors open to avoid touching handles.

- Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.

- Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.

- Bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).

- HACS developed a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.

- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

- Ensure adequate supplies to support cleaning and disinfection practices.

- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

- Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:
    - Hope Academy might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, Hope Academy will follow CDC recommends that include the following procedures:
        - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
        - Open outside doors and windows to increase air circulation in the area.
        - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

- It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

See Appendix B for additional resources regarding Facilities Cleaning and Practices

Critical Area of Operation #8: Meals

Hope Academy's Minimum Standards

If cafeterias or group dining areas are used:

- Stagger times to allow for social distancing, and clean and disinfect between groups.
- Discontinue family style, self-service, and buffet.
- Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined **here** by the Environmental Protection Agency (EPA).
- Space students at least six feet apart.
- Individuals must wash their hands **after removing their gloves or after directly handling used food service items.**

Additional Considerations

- Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.
- Consider serving meals in classrooms or outside when possible instead of a group dining area.
- Serve individually plated meals or meals in pre-packaged boxes or bags.
- Ensure students are not sharing food.
- Use disposable food service items (e.g., utensils, dishes).
    - If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Encourage proper hand washing before and after eating meals.

Critical Area of Operation #9: Recess/Physical Education

Hope Academy Charter School's Anticipated Minimum Standards

- During early dismissal days, K-5 Recess/Physical Education will be included in the daily instructional program. Related Arts, (Physical Education for grades 6, 7 and 8) and targeted Title 1 may be included in the afternoon portion of instructional learning.

- During remote, hybrid or full day instruction days, daily 20 minute recess will be implemented

for grades K-5 as well as the weekly 150 minutes gym requirement.

- Stagger recess. If two or more groups are participating in recess at the same time, they will have at least 6 feet of open space between them.

- Use cones, flags, tape, or other signs to create boundaries between groups.

- Always wash hands immediately after outdoor playtime.

- Stagger the use of playground equipment and establish frequent disinfecting protocols.

- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).

- Consider closing locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
  - If not feasible to close, stagger use and clean and disinfect between use.
  - Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.

- Designate specific areas for each class during recess to avoid cohort mixing.

Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

Hope Academy's Minimum Standards

- Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.
- Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

Additional Considerations

- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
- Restrict use of school/district facilities to district-sponsored extra-curricular activities and groups.
- Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
- Consider canceling field trips, assemblies, and other large gatherings.

- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

Academic, Social, and Behavioral Supports

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that districts can embed in their reopening plans to unlock educator capacity to teach and student capacity to learn, including:

- Multi-tiered Systems of Support,
- universal screening,
- collaborative problem-solving teams,
- family engagement,
- data-based decision-making,
- wraparound supports,
- mental health supports,
- primary health and dental care,
- family engagement,
- academic enrichment/expanded after-school learning,
- mentoring,
- food service and distribution, and
- quality child care.

While each of these items is shared as a consideration for districts, and not anticipated minimum standards for their reopening plans, the Department of Education strongly encourages districts to incorporate these considerations into their planning process, as appropriate.

Social Emotional Learning (SEL) and School Culture and Climate

The NJDOE understands the important role of climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This section, which was developed with input from representatives ranging from experts in SEL, various organizations, educators and school leaders, includes strategies for developing positive school climates, educator well-being, and recommendations on how to prepare for and integrate SEL when in-person schooling resumes.

Educator Well-Being

It is important that leaders thoughtfully plan for how to best support the well-being of educators. As educators' social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students. Districts must account for the well-being of their educators and staff as they develop their reopening plans. While there are no anticipated required minimum standards for educator well-being, districts and schools should contemplate the

considerations outlined below as they develop plans for reopening.

Considerations

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
- Support educators' access to mental and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

See Appendix B for additional resources regarding Educator Well-being.

Trauma-Informed Social and Emotional Learning

Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. The full impact of the pandemic and the collateral consequences from isolation, fear, and economic hardship have yet to be fully realized. In addition, students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. We must address these challenges head-on to ensure that social and emotional learning are infused into everyday school life.

According to Teaching Tolerance, now more than ever we must focus on:

- Establishing routines and maintaining clear communication;
- Prioritizing relationships and well-being over assignment and behavioral compliance, and
- Supporting students and staff in feeling safe, connected, and hopeful.

The NJDOE strongly believes that the return to school will benefit from a data-informed and coordinated implementation of quality SEL programming described in CASEL's Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community. While there are no anticipated minimum standards to which districts must adhere in developing reopening plans, the considerations below outline actions districts seek to incorporate into their plans.

Actions to consider first:

- Make deliberate efforts to communicate the importance of SEL and how it relates to student success in your school or district to students and families.

- Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. Schools are encouraged to examine the flexibility of their available funds to hire qualified individuals that can support these needs.

- Facilitate opportunities for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.). It is critical that districts make time for these conversations and ensure that students' voices are heard. These meetings may shed light on opportunities to highlight SEL strategies that were effective in supporting and engaging students in your school or district during the COVID-19 pandemic as well as areas where your school and district commits to improving.

Actions to consider prior to school opening:

- Provide professional development to support educators':
    - Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
    - Understanding and utilization of trauma-informed practices.
    - Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.

- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for any needed supports. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.

- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school's context (i.e. community meetings, small group mentoring, brain breaks).

- Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.
    - Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.
    - Topics you may consider include but are not limited to:
        - Potential increases in bullying behavior;
        - Grief, loss, and trauma;
        - Mental health and supportive behaviors;

- - Bias, prejudice, and stigma;
    - Preparedness, hope, and resilience; and
    - Fear and anxiety.

- Staff should be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations.

- Schools should be prepared to support an influx of students who may need counseling support.

See Appendix B for additional resources regarding Trauma-Informed Social and Emotional Learning.

School Culture and Climate

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, Hope Academy will:

- Prioritize the health and emotional well-being of staff and students above all else;
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

See Appendix C for statute and regulations related to School Culture and Climate.

See Appendix B for resources related to School Culture and Climate

Utilizing the Strengths of Staff

While educators are facing a "new normal" as they work to support the academic, social emotional, and health needs of students, many of the strategies that should be applied to address these challenges are not new. Schools should recognize and empower the strengths of educators and staff and their significant role in the context of SEL. The listed considerations provide suggestions for thinking about how school staff can support the action steps outlined in the section on trauma-informed SEL.

Actions to consider first:

- For school leaders:
    - Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.

- Evaluate staff capacity and student needs when determining essential personnel for next school year.
- Facilitate and/or host opportunities for students, staff, and families to connect and reflect.

- For student support staff:
  - Provide school leaders and teachers with resources on SEL and trauma.
  - Connect with students and families to provide any needed supports.

- For teachers:
  - Embed SEL skills and strategies in remote learning with students. Provide students with opportunities to connect with other students (within learning and socially).
  - Be aware of any changes in student behavior and report concerns pursuant to district policy.

Actions to consider a month before school opens:

- For school leaders:
  - Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
  - Prioritize needed professional development for staff.
  - Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.

- For student support staff:
  - Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
  - Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
  - Take on a leadership role in supporting student-staff relationships and connections.
  - Support students and families with accessing school and community supports and develop materials to communicate these services.

- For teachers:
  - Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
  - Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
  - Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.

Action to consider once the school year begins:

- For school leaders:
  - Create opportunities for staff to regularly practice and reflect on their social and

emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
- Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
- Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.

- For student support staff:
  - Utilize strategies to promote the continual development of staff and student social and emotional competencies.
  - Provide support to teachers as they work to increase the social and emotional competencies of students.
  - Support teachers in having difficult conversations with students and provide assistance to students as needed.
  - Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

- For teachers:
  - Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
  - Facilitate difficult conversations with students.
  - Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.

See Appendix B for additional resources related to Trauma-Informed Social and Emotional Learning

Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the <u>Success of Student Supports and Interventions</u>

MTSS is a framework that schools can use this fall to select and implement social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, classroom and individual student level. MTSS is the most recent iteration of Response to Intervention (RTI), and recognized as a systematic approach to prevention, intervention and enrichment in grades PK-12 for academics and behavior (NJTSS Guidelines, RTI Network, Pyramid Model).

MTSS offer schools a research-based structure to implement required intervention and referral services (I&RS). MTSS/RTI frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify individual students who need extra support. In order to meet those needs, schools may need to expand the array of academic and social emotional supports and interventions available within the school and the community.

The NJDOE convened leaders and educators from districts experienced with implementing MTSS or RTI, as well as the NJTSS project team and state organizations, to identify key ideas for district and school planning teams interested in implementing MTSS or assessing the efficacy of their system in preparation for reopening school buildings. This stakeholder group identified the following four components as critical for districts moving toward MTSS as a framework to focus on while planning to reopen schools: 1) Universal screening; 2) Collaborative problem-solving teams; 3) Family engagement; and 4) Data based decision making to include progress monitoring.

Below you will find brief details regarding each component. For more expansive details and recommendations regarding these components, please refer to the appendix.

See Appendix B for additional resources regarding MTSS

Universal Screening

There are two important considerations with respect to utilizing screening data to drive instructional decisions as schools reopen in the fall: 1) the logistics of administering screening assessments
and 2) the validity of screening outcome decisions. Convene your school-based data or curriculum teams for English language arts and mathematics to determine if screening tools for the fall are adequate and can be administered both in person and remotely. Districts should also ensure that all students have access to a device with internet access and with the necessary software and hardware installed for online screening tools.

See Appendix B for additional resources regarding Universal Screening

Collaborative Problem-Solving Teams

Collaborative problem-solving teams, or data teams, are groups of administrators; general, special education, and bilingual/ESL teachers; service providers/interventionists; and other staff with complementary expertise who guide the use of data to inform decisions about instruction and intervention at each support tier. Districts should ensure that these teams are inclusive and representative and that members are trained in online collaboration programs.

See Appendix B for additional resources regarding Collaborative Problem-Solving Teams

Family Engagement

Districts should seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports. There should be ongoing consideration of families' capacity to provide in-home support for students and the provision of support or accommodations that may be necessary to facilitate family participation.

See Appendix B for additional resources regarding Family Engagement

Data-Based Decision Making

Data-based decision making involves systematic analysis of data within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. In each school building, districts should implement a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.

See Appendix B for additional resources regarding Data-Based Decision-Making

Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral and social-emotional needs of students with interventions both inside and outside of the school environment. A well-trained collaborative team is typically responsible for determining student and family needs, coordinating services, and providing additional resources to the students and families. Wraparound services often include:

- Mental health supports;
- Primary health care and dental care;
- Family engagement, including adult education;
- Academic enrichment, expanded after-school learning time, and/or summer programming; and
- Mentoring.

Mental Health Supports

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students. These impacts may be caused by the loss of teachers, administrators, peers, and/or family members to the virus, difficult living situations due to financial stress, emotional and physical abuse, and unprecedented disruption to social interactions with peers. Without the support necessary to manage these stressors, students may struggle to meet their academic goals.

As districts prepare for the 2020-2021 school year, it is important to establish procedures for identifying students in need of individualized mental health interventions. Consider using a mental health needs assessment tool such as the SHAPE System to identify needs and gaps in supports for all students.

A district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, districts
must find other ways to assess and monitor students' mental health. Below please find tiered recommendations for implementing student mental health supports..

- **Tier 1 – Prevention and Universal Supports for All Students and Families**
    - Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
    - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
    - Continue or develop efforts to provide Social and Emotional Learning (SEL) programming.
    - Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
    - Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

- **Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse**
    - Consider utilizing existing staff (School Psychologists, Social Workers, and/or school

counselors) to provide support for students who are identified as needing assistance.
  - Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources below).
  - Proactively reach out to the Care Management Organization in your County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
  - Explore higher education partnerships (school psychology and/or social work programs) to assist with the further development of mental health curriculum resources and supports.

- **Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions**
  - Consider the school district's capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff..
  - Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources provided in Appendix B).
  - Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

See Appendix B for additional resources regarding Mental Health Supports.

Primary Health and Dental Care

The American Academy of Pediatrics (AAP) has released guidelines for well-child visits and such visits should continue throughout the COVID-19 pandemic. Districts should plan to coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers and maintain lists of resources for families seeking access to healthcare programs, such as NJ Family Care, NJSNAP, NJHelps, Federally Qualifying Health Clinics, and dental clinics. In preparation for the 2020-2021 school year, districts should reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. Additionally, districts should consider the following:

- School physicians should be utilized in addressing the needs of students in both remote and hybrid scenarios.
- Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.
- School physicians should also be utilized in addressing the needs of students in both remote and hybrid scenarios.
- Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.
- Consider a virtual school health office model to address school health needs.

See Appendix B for additional resources regarding Primary Health and Dental Care.

Family Engagement

A key component of successfully reopening schools is meaningful family engagement. As district and school leadership teams look to return to in-person instruction, engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward. Throughout reopening, it is important to connect students and families to wraparound services that will be critical in the upcoming academic year such as health care, mental health supports, child care, after-school enrichment programs, and other services to meet day-to-day needs.

Authentic parent and family engagement involves understanding the needs of all children and families including our most vulnerable populations—students with disabilities, English Learners, migrant students, students experiencing homelessness, students in foster care, economically disadvantaged students, and students most directly affected by COVID-19. Meeting a range of needs can be accomplished by involving a diverse group of parents and families in the planning for reopening, from the initial conversations. This type of active and authentic parent engagement in the decision-making process builds trust and credibility for the final plan.

In conducting family engagement, district should consider the following:

- Administer a survey to parents in your district in multiple languages based on your district's demographics to assess the needs of families during the reopening phase. Consider using multiple platforms to administer this survey.

- Involve parents/guardians in district- and school- level planning teams. Communicate plans in writing, in multiple languages based on your district's demographics outlining your plans for the upcoming academic year, including your expectations for students and families. Use multiple platforms to disseminate this information.

- Establish, strengthen, or continue valuable partnerships with municipal recreation departments and adult education programs, local community service organizations, non- profits, businesses, cultural organizations, religious organizations, and state agencies such as the Department of Children and Families.

- Utilize county-based resources such as the Children's Interagency Coordinating Council to assist in making connections to organizations serving the local   community.

- Conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.

- Plan a virtual town hall with parents, in multiple languages, to listen to the opportunities and challenges presented in the district's plan for the upcoming school year.

See Appendix B for additional resources regarding Family Engagement.

Academic Enrichment/Expanded After-School Learning

Many schools receive funding through ESEA Title programs to provide before school and afterschool academic support, enrichment programs, and/or summer programming. School districts and agencies with 21st Century Learning Centers also provide extended learning opportunities that may need to be adjusted to meet student needs.

Additionally, districts are encouraged to establish, strengthen, and continue partnerships with local organizations and utilize county-based resources for afterschool, enrichment, and summer learning such as the New Jersey Child Care Resource and Referral Agency.

See Appendix B for additional resources regarding Academic Enrichment, Expanded before school and afterschool learning.

Mentoring

Mentoring is another wraparound service shown to improve academic success and overall well being. Districts are encouraged to establish, strengthen, or continue partnerships with community organizations that provide mentorship opportunities for students, whether in-person or through remote mentorship. Additionally, districts can consider utilizing resources at the National Mentoring Resource Center to start in-school mentoring programs.

See Appendix B for additional resources regarding Mentoring

Food Service and Distribution

It is our moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening. In accordance with research on the benefits of school lunch from the Food Research & Action Center, "school lunch is critical to student health and well-being, especially for low-income students—to ensure that these students have access to the nutrition they need throughout the day to learn."

The New Jersey Department of Agriculture in partnership with NJDOE, sought waivers from the US Department of Agriculture to provide and serve meals in non-congregant settings relative to the following two options: 1) Seamless Summer Option (SSO); and 2) Summer Food Service Program (SFSP). The US Department of Agriculture granted the state approval on March 20, 2020. New Jersey: COVID-19 Waivers and Flexibilities)

Food security remains an ongoing concern for the reopening of schools. Districts and schools alike are grappling with the following: figuring out ways to provide student meals during alternate school schedules; staffing and budgetary concerns; innovative and creative ways to serve meals, especially when spacing is an issue, and food management contracts. Additionally, districts and schools will need to contend with health and safety guidelines that may modify or limit the ways in which meal service(s) have traditionally been delivered. While the NJDOE does not oversee these guidelines,
the Department is working with the Departments of Agriculture and Health to ensure that district concerns are addressed as more guidance is made available.

See Appendix B for additional resources regarding Food Services and Distribution

Quality Child Care

As schools move through the Governor's stages of economic restart, the number of families requiring child care may increase. Child care providers are encouraged to reopen subject to guidance from the New Jersey Department of Health. Child care will be needed, particularly in instances where public school schedules are modified or staggered which may increase the likelihood that families that otherwise would not utilize child care will now require it.

All child care providers, whether licensed or operated in schools, will be required to follow the guidelines issued by NJDCF and NJDOH. The NJDOE's Office of Preschool (OSP) in the Division of Early Childhood Education (DECE) will continue in its efforts to ensure quality preschool programs are supported as they reopen. This section provides guidance on adapting child care systems to address the needs of additional children in a hybrid learning environment, and on providing staff, children and families with access to services to address the trauma they may be experiencing. Links to DHS and DCF resources are also included. In the coming weeks, DECE plans to hold webinars and virtual meetings to share strategies and insights into the reopening of state-funded preschool programs. Links to state and national agencies and organizations with child care information relative to the pandemic are offered to assist district and school leadership teams with planning and implementation going forward.

Districts should consider the following steps in incorporating child care considerations into their reopening process.

- Involve your contracted child care providers in your leadership and planning meetings.

- Communicate your school's staggered or modified schedule to all licensed child care providers in your area, so they can plan accordingly, and make the list of providers available to families.

- Consider contacting your county's Child Care Resource and Referral Agency for a list of licensed child care programs, including family daycare in your area. The NJDOE's website provides contact information for Head Start Agencies.

- Plan for transportation from school to child care locations.

- Anticipate that children will need additional social emotional supports and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.

- Utilize or establish Employee Wellness programs to promote healthy lifestyles, particularly mental health, for staff.

- Partner with health care providers in the community to ensure families have access to health and wellness services to address and process trauma.

*See **Appendix B** for additional resources regarding Quality Child Care.*

Pandemic Response Teams

This section discusses establishment of a school-level "Pandemic Response Team" as a method for schools and districts to help centralize, expedite, and implement COVID-19-related decision- making.

Establishment of a Pandemic Response Team

See Appendix C for statutes and regulations related to Pandemic Response Teams.

Anticipated Minimum Standards

School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

Members of the school teams should include a cross section of administrators, teachers and staff, and parents. Decision-making and communication will be more effective if decision-makers reflect the makeup of the community. Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity.

If a school has an existing crisis response team, that team could serve as the Pandemic Response Team. If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision- making related to the school's COVID-19 response actions. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- School principal or lead person (DaVisha Pratt, CSA / Dawn Fossnes, Principal)
- Teachers: (Tiffany Varley, Samantha Vallone, Maria Ottaviano, Pallas Howell, Cynthia Norkus)
- Child Study Team member (Nakia Callands, LDT/C)
- School Counselor or mental health expert (Alexandra D'Errico, School Social Worker)
- Subject Area Chairperson/Supervisor: (Kristin Zink, Mathematics/Building Supervisor)
- School Nurse: (Tiffany LaFauci)
- Teachers representing each grade band served by the district: (Sara Shanahan, Jennifer Turchyn, Candice Ledet, Lisa Nicoletti)
- School safety personnel: (Syron Davis, Student Support / Ahmed Lawson, Facilities Coordinator)
- Members of the school safety team: (John Thorp, DaVid Dallas)
- Custodian (Janesha Joshua, William Rodriguez)
- Parents (Angela Martinez, Sheree Sanders-Jones, Shaquana Martz, Rocio Reano)

The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.

- Adjusting or amending school health and safety protocols as needed.

- Providing staff with needed support and training.

- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.

- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.

- Providing necessary communications to the school community and to the district.

- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Additional Considerations

The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and student voices to continuously inform the Team's decision-making. These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared   within the school community.

See Appendix B for additional resources related to Pandemic Response Teams.

Scheduling

The impact of the COVID-19 pandemic has required districts and schools to rapidly redefine their educational environments. Students and educators have been required to adapt to continually evolving circumstances while making every effort to maintain continuity of learning. As New Jersey continues to navigate the pandemic, our educational systems must ensure that they can mitigate potential future impacts related to COVID-19 and maintain the ability to provide high-quality education to all students.

Districts' reopening plans must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up to date guidance from New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities of each unique district. As districts begin implementing in-person and hybrid learning models, they must also be prepared to shift back to virtual learning models if circumstances change and those guidelines can no longer be met. School districts should strive to share their scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements.

Virtual learning will continue to be guided by P.L. 2020, c.27 and the district's updated emergency

closure school preparedness plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency. According to N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. The NJDOE recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction. Plans will look different in each district to meet the unique needs of their community, but considerations should be made to balance reducing student screen time with facilitating meaningful interactions between teachers, students, and their peers.

Systems which support in-person, fully virtual and hybrid learning should serve as the foundation for the development of a strategic plan for delivering instruction to students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.
- Incorporate educators, students, parents, and school boards and other community members in the local community into the entire analysis and planning cycle.

The NJDOE recognizes that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and is committed to supporting school leaders in developing their plans to reopen schools. These plans should enable all students to have access to high-quality in-person/hybrid instruction that also prepares for the possibility of a return to all virtual instruction should the need arise. School districts are required to meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations. When developing school reopening plans, special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

- **Special Education and ELL:** Provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.

  - **Medically Fragile Staff:** Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

School districts should accommodate educators teaching both in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may

include remote students completing independent work while students in classroom receive instruction.

- Provide teachers common planning time.

- Ensure that district policies are reviewed and confirmed to support in-person and remote instruction. Virtual learning may create privacy challenges which districts and schools have not yet faced. The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

- Secure a steady supply of resources necessary to ensure the safety of students and staff.

- Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

- Hope Academy's scheduling supports a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages districts to evaluate instructional activities based on what is developmentally appropriate for each grade band:
  - **K-3:** The district's youngest learners will require more structure and an established pace in their learning activities. However, they will also require much more supervision and guidance from an adult. Hope Academy is delivering detailed guidance for parents and guardians and includes flexibilities that allow for ease in meeting the instructional time requirements.
  - **4-8:** As learners become more independent, Hope Academy will gradually phase in increased amounts of asynchronous learning activities.

- **Cohort Model: Hope Academy has** Identified small groups and will keep them together (cohorting) to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups if possible. This may include scheduling to accommodate cohorts of students to have recess and lunch together, passing time together, etc. or rotating teachers instead of students in order to reduce contact. The Cohort Model can also be utilized to facilitate hybrid instruction.

Hope Academy's Implementation Strategy

- **Communication:** Clear and consistent communications with stakeholders are vital to successful implementation. Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.

- **Attendance:** Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.

- **Access to Technology:** Supplement gaps in student access to devices and internet connectivity. Districts should deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning. The district may also want to consider Single Sign-On (SSO), if applicable, for plug-ins and other software to assist in the ease of use and accessibility. If adopting a blended learning model, it is recommended to utilize a Learning Management System to ensure the seamless integration of synchronous online teaching and self-paced courses.

- **Professional Development:** Provide accelerated PD to educators focusing on pedagogical aspects of online learning and tailored to the educational technology employed by districts.

- **Feedback Loops:** Create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.

- **Contingency Planning:** Consider the needs of medically vulnerable students and staff, k-2 learners, and learners with special needs when developing plans for hybrid virtual and in- person instruction. Test plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff have everything they need to transition on short notice.

- **School Personnel:** Establish contingency plans and alternate schedules that address potential shortages in staff. Strategize around scheduling that would allow for educators to support their virtual and in-person student populations sustainably.

- **Access to Supports:** Establish contingency plans to enable school supports such as Nurses, Counselors, SEL, meals, etc.

- **Class Schedules:** Establish schedules for multiple scenarios of developmentally appropriate instruction per grade band considering alternating days and/or hours to create a hybrid of in-person instruction which is ultimately concluded at home.

- **Accommodations (students and staff):** Leverage technology to provide flexibility and accommodations to address a variety of learning and health needs.

- **Learning Management Systems (LMS):** Districts should consider establishing an LMS as the school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents. Such systems maximize flexibility to support remote instruction by relocating the traditional learning environment from within the walls of the school building to a flexible single point of access from anywhere on-demand. Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the LMS, disconnecting to complete work outside of the system, and then returning to demonstrate their progress. Free offerings such as Google's G Suite for Education and Microsoft's Office 365 for Education can be leveraged as an LMS for those districts who have not yet implemented a system.

See Appendix B for additional resources regarding Scheduling.

<u>Staffing</u>

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. Districts should consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, districts must comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law. Additionally, prior to finalizing any COVID related changes for the 2020-21 school year, districts should also consult with legal counsel.

This section provides descriptions for pre-service, instructional, and non-instructional educators that will be crucial to student success based on research and best practices. The guidance also provides recommendations for how districts might deploy staff to design and deliver instruction and assess students in hybrid and virtual learning environments. District plans should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

As schedules are adjusted, educators must maintain quality instruction for students, therefore the Department expects districts and educators to abide by the minimum requirements set forth in NJDOE regulation.

See Appendix C for regulations related to Staffing.

See Appendix B for additional resources regarding Staffing.

In-person and Hybrid Learning Environments: Roles and Responsibilities

In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

Instructional Staff Should:
- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.

- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.

Mentor Teachers:

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:

In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in- person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section). z Prioritize practical science and practical CTE areas for on-site opportunities. z Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to

remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (*N.J.A.C.* 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Educational Services:
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption pre-recorded instructional videos from general education teachers.

- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
    - Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Preschool).

Substitutes:

- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single school building or grade level to avoid too much movement
- between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

Educator Roles Related to School Technology Needs

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, districts should:

- Designate staff members to provide ongoing support with technology to students, teachers and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
- Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms *(usernames/passwords/organizational credentials).*

Student Teachers:

To ensure student teachers are prepared to start supporting instruction on day one, districts should:

- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institution to provide loaner device.
- Prior to the start of the school year, provide district email addresses and access to online platforms *(usernames/passwords/organizational   credentials).*
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Survey assistant teachers to determine technology needs/access (Preschool).

- Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

Hope Academy Charter School will consider how to efficiently and effectively utilize student teachers. Student teachers are seeking to receive rich clinical experiences and exposure to teaching, schools and classrooms from various vantage points, which allows their roles to be flexible, as they may be leveraged to perform a myriad of teacher duties. In a fully in-person setting student teachers under the supervision of a cooperating teacher may support instruction. Student teachers should:

- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classroom for asynchronous hybrid sessions while cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.

Hope Academy will also be prepared to navigate additional staffing concerns and topics and may also consider:

- Best practice and guidance from the American Academy of Pediatrics is to limit screen time for PK-2 students. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (K-8).
- Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Districts are reminded that utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- Roles and responsibilities of teacher leaders or supervisors in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

Athletics

****Not Applicable to Hope Academy Charter School/For reference purposes
Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30,

2020.

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing the NJSIAA with guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force which will be composed of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year. The Sports Advisory Task Force, which will also meet weekly, will determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Through the work of these task forces, the NJSIAA has marked the initial step toward a fall season return to high school sports with the release of initial return to play guidelines for workouts during the summer recess period. According to the NJSIAA: "If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision."

The National Federation of State High School Associations' (NFHS) Sports Medicine Advisory Committee (SMAC) has issued Guidance for Opening Up High School Athletics and Activities for its member associations, which includes NJSIAA. The MATF will adapt NFHS's guidance to New Jersey specific guidelines while also considering the health and safety standards regarding sporting activities to be developed by the New Jersey Department of Health. Please consult NJDOH/MATF guidance for all questions related to athletics.

Policy and Funding

School Funding

See Appendix B for additional resources regarding the Elementary and Secondary School Emergency Relief Fund

See Appendix B for additional resources regarding Federal Emergency Management Agency – Public Assistance

See Appendix B for additional resources regarding State School Aid.

See Appendix B for additional resources regarding Purchasing

See Appendix B for additional resources regarding Use of Reserve Accounts, Transfers, and Cashflow.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.

- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

- IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.

- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

In accordance with the Extended School Year Guidance issued by the NJDOE, student IEPs that currently include ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

See Appendix B for additional resources regarding Special Education and Related Services.

Technology and Connectivity

Hope Academy Charter School will strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, the school will include in the reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

Districts should:

- Conduct a needs assessment. Determine the number of students that will require district-provided devices and/or internet access in order to access remote education. It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.

- Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment. The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.

- For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
  - Additionally, any district that faces a device or connectivity shortage should address technology challenges in their reopening plan. This should include the steps the district has already taken to address the technology divide and how the district plans to provide devices and/or connectivity to students that need them.

School districts should consider the following:

- The Federal Communications Commission (FCC) & Education SuperHighway (ESH) K-12 recommended bandwidth for online learning. The FCC and ESH recommend at least 4.5 Mbps (Megabits per second) per student. The total number of users on a home network may impact network performance. A recommended 5-25 Mbps for each student allows for media rich content, video conferencing, and remote instruction.

- Traditional and nontraditional broadband models - when standard broadband co-axial and fiber connections to the home are not available or are unaffordable, school districts are encouraged to think outside the box. For example, a California school district outfitted 2 school buses as mobile hotspots and parked the buses in strategic locations to provide internet access to the most remote communities. Cellular, Wi-Fi, MiFi, and LTE hotspot services may be available across New Jersey and can be used to close the digital equity gap.

- Data driven planning - schools and districts should track participation rates in remote learning. Attendance should not be based exclusively on student online participation. School districts should use assignment or project completion as an alternative for attendance purposes and conduct targeted outreach to help students overcome barriers to participation(Equitable Education During COVID-19).

- Learning platforms – schools and districts should consider piloting software applications or Web-based technology that will be used to plan, implement lessons, and assess efficacy throughout the learning process. The platforms and systems should be user-friendly (for teachers, students, parents, etc.) and provide instructors with the ability to create and deliver content, monitor student participation, assess student performance, and provide timely feedback. In the event that remote learning must continue, these platforms can assist districts in delivering instruction to students as efficiently and effectively as possible.

- Training and technical assistance – schools and districts should provide training and/or technical assistance to teachers, parents and guardians who are not experienced in remote learning methods, including use of technology. Support should be made available for family members who are limited English proficient or have a disability.

***See Appimix B* for additional resources regarding Technology and Connectivity.**

*Adapted from: The Broadband Imperative II: Equitable Access for Learning, The SETDA and the North Carolina Digital Learning Plan, State Education Agency Considerations for CARES Act Funding as Related to Digital Learning and The Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond.

Curriculum, Instruction and Assessments

In planning curriculum, instruction, and assessment for re-opening, a key focus for Hope Academy Charter School is on building capacity of the staff to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

When planning for the 2020-2021 school year, whether instruction be remote, in-person, or a hybrid of the two, all districts are encouraged to build their reopening plans around the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.

- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.

- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.

- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.

- Thoughtful planning is necessary to provide necessary support for instructional shifts.

- Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.

- School districts should encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

Virtual and Hybrid Learning Environment—Curriculum

As we plan to enter the 2020-2021 school year, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

As noted in the TNTP Learning Acceleration Guide:
- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade

level now.

- Train your teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

In addressing item #1 above, Hope Academy will encourage educators to examine the standards and district's scope and sequence to understand what skills and content knowledge will be addressed, when it will be addressed during the school year, and how students will demonstrate their knowledge of the standards. Districts can utilize tools such as the Instructional Units (ELA and mathematics) and/or Model Curricula (Science, Comprehensive Health and Physical Education, Social Studies (high school), Visual and Performing Arts, World Languages) - which describe the expectations of the standards in a more detailed manner - to identify the most essential prerequisite skills and content knowledge that students will need to understand when they engage with it during the school year. In addition, there are mathematics resources that describe where to focus and spend the majority of time in each grade. Consider the additional levels of support that students might need in order to master grade level standards (e.g., scaffolding).

To determine what students already know and what they might struggle with, at the beginning of each unit educators should identify the size and commonality of learning gaps among their students in relation to the essential prerequisite skills and content knowledge that will be addressed. Base decision-making about what to teach and when to teach content and skills on student learning objectives that identify the degree to which students have mastered standards.

Hope Academy has begun communicating with educators about how they will address unfinished learning from the 2019-2020 school year without engaging in an extended period of remediation at the start of the   year. Provide guidance that clearly explains how identification of unfinished learning based on the expectations of the standards will be used to guide decision-making regarding the district's scope and sequence of curricula. Establish a systematic approach to ensure that the types of assignments students are given are consistent with the targeted standards, provide specific evidence of the degree to which the standards are met, and include actions educators will take in response to their students' work. Keep in mind that during remote instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.

The work described above can be accomplished in advance of the new school year by collaborative teams to ensure fidelity across grades and content areas and allow sufficient time for preparation. Consider sharing this information with family members and caregivers to give them time to review and manage expectations.

See Appendix B for additional resources regarding Virtual and Hybrid Learning Environment – Curriculum.

Virtual and Hybrid Learning Environment — Instruction

As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments
as may be necessary. In crafting an instructional plan, districts are encouraged to consider the following:

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.

  - Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction.
  - Recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences.
  - Understand how trauma and other challenges related to students' social and emotional needs can impact learning.
  - Partner with local library, and community organizations and agencies to facilitate access to resources, tutors, and safe spaces (with adult supervision).
  - Design for student engagement and foster student ownership of learning:
  - Leverage students' strengths.
  - Consider fostering student voice and choice to promote engagement and independent learning.
  - Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
  - Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
  - Provide effective feedback that helps students anticipate and be successful on next steps.

- Develop students' meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
  - Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
  - Set reasonable expectations, build collaboration skills (peer-peer learning).
  - Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.

- Provide clear and flexible expectations:
  - Type and length of activities
  - Interactions:
    - Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
  - How students will demonstrate learning (process over product):

- ○ Identify criteria to demonstrate mastery of standard(s) or grades on projects.
    - ○ Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screen casting, independent, analog].
  - ■ Resource selection (high-quality):
    - ○ Identify and address learning gaps.
    - ○ Address different learning needs and interests.
    - ○ Evaluate which resources will be effective based on learning environment: remote learning and hybrid and school-based spaces.
    - ○ Consider potential need for professional learning related to the selection of high-quality resources.
  - ■ Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student- guided learning, and Option 2 (high school courses).
  - ■ Use a "show me" what you have learned approach when possible.

- ● Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
  - ■ Leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts; tools for students to demonstrate learning, collaborate with peers and experts, digital instructional resources (Teacher Resources for Remote Learning, NJTV Learning Live) and provide consistent support via IT team.
  - ■ Design learning experiences that:
    - ○ Build student understanding by linking together concepts within and across grades
      - ○ Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.
      - ○ Provide direct instruction, student practice, enrichment activities.
  - ■ Leverage student interest.
  - ■ Address real-world issues.
  - ■ Build capacity of and provide support to family members to enable them to become "learning partners."
  - ■ Provide regular time to collaborate with colleagues:
    - ○ Coordination of assignments; cross-curricular planning; common lessons and modules.
  - ■ Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning).

- ● Assess the district's data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

- ● Assess English Learners' levels of engagement and access in an in-person, virtual, or hybrid-learning environment.

*See **Appendix B** for additional resources regarding Virtual and Hybrid Learning Environment – Instruction*

Virtual and Hybrid Learning Environment — Assessment

For the purposes of this document, the different assessment types are defined as follows:

- **Pre-assessment**: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units.

- **Formative**: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

- **Interim**: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

- **Summative**: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators should focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

The purpose of pre-assessments administered to students at the start of instructional units in the fall should be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade-level. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen. Pre-assessments should be considered "no-stakes" and simply be used to determine what learning gaps exist, and the extent of such gaps.

Districts should utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

- Communication: Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.

- Inventory Sources of Current Student Performance Data: Sources may include, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations,

student self-assessments, district benchmark assessments, projects, etc. Make sure to utilize multiple sources of student data.

- Develop Hypotheses: After preparing data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.

- Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available (LinkIt, PBLs, portfolios, etc.) and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.

- Develop Assessment Strategy: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.

- Professional Development: Provide educators and parents with guidance to support assessment and data literacy. Utilize the CAR model to help drive collaboration in modifications to curriculum and instruction.

- Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.

- Data Analysis: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.

- Feedback Loops: Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.

As districts and schools develop plans to reopen, it is imperative that meaningful and appropriate assessment strategies are incorporated into strategic plans for evaluating the needs of students and planning instruction. Students will need time to reacclimate to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.

As educators make efforts to measure "unfinished learning," it is important to recognize that there are multiple types of assessments, each which serves a different purpose.

See Appendix B for additional resources regarding Virtual and Hybrid Learning Environment - Assessment

Professional Learning

The following recommendations address considerations for professional learning for leaders, staff, and parents in reopening PK-12 schools. It is intended to support schools in addressing the difficulties resulting from extended school building closures and in planning professional development for the new school year. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

Professional Learning:
- Professional Learning Prior to the Beginning of the School Year
  - Districts should identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms. Additional considerations include:
    - Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology (see Remote Learning During the COVID-19 Pandemic).
    - Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used.
    - Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction.

- Professional Learning Throughout the School Year:
  - Districts should develop training schedules and staff collaboration time in accordance with the needs of the district.
  - Districts should develop professional learning experiences that ensure high quality instruction for all students.

- Professional learning must grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
  - Districts should plan how professional learning will be differentiated to accommodate the needs of the following students:
    - Students with Disabilities
    - English Language Learners
    - Students without devices and/or internet
    - Undocumented students

- Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
  - Consider a survey of needs to gain input from various stakeholders
  - Frequently and consistently communicate with all stakeholders prior to and during the school year

- Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school and individual educator.
  - NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.
  - PDPs are considered living documents subject to change as circumstances require.
  - Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.

Mentoring and Induction:

- Induction must be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring must be provided to novice provisional teachers by qualified mentors.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring must be provided in both a hybrid and fully remote learning environment.
- Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Evaluation:

- Districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- Districts should develop observation schedules with a hybrid model in mind.
- Districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system.
- Districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.
- Districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

See Appendix C for regulations related to Professional Learning.

Career and Technical Education (CTE)

As schools and districts re-open, it will be critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached statewide. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered. The principles and framework outlined below will help ensure all students who participate in a CTE program can safely receive the same level of rigor, challenge, and competency across all areas of the state, and among all programs. CTE programs, and the postsecondary credentials they offer students, provide currency in the labor market and serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities for students is vital for families, communities and the State.

Guiding Principles

The recommendations and implementation strategies identified in this document are supported by the Foundational Elements and Goals identified in the New Jersey State Department of Education Perkins V Plan. It is essential that when districts are considering innovative learning
models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered. The State Plan Goals of Quality Programs, Work-based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments. Each of these guiding principles appear in the recommendations below with specific strategies for support.

Quality CTE Programs

When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of New Jersey Student Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc. Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.

As a significant indicator of CTE program quality, recognized postsecondary credentials are a new programmatic requirement in the New Jersey Perkins V State Plan. During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized high-value   credentials.

Additional Considerations for CTE Teaching and Learning

- Offer more flexibility in the delivery of certain CTE courses, including options for new class configurations.
- Engage students in learning experiences prior to the school year or before or after school.
- Consider how personalized student learning plans/portfolios can be used to customize each student's experience, especially with respect to possible learning loss.
- Identify the CTE content where a break or slowdown in instruction would have the most

significant negative impact on student learning. If all content cannot be addressed in person, it may be beneficial to prioritize the teaching of that key content synchronously.

- Implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress.
- Leverage commercially available/universal courses and tools for CTE coursework in key areas.
- Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.
- Engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- Consider how strategic scheduling can maximize in-person and synchronous learning, and what content within each course can be delivered through independent, asynchronous coursework.
- Conduct lab hours on a flexible schedule at school for fewer students per day.
- Consider how to model and replicate the use of certain tools and machines remotely in order to develop skills prior to and in between in-person settings.
- Thread/scaffold prior course content that may have been missed throughout the current course for a spiraling effect of learning.
- Determine if new scheduling time limits would impact the delivery of hands-on course content and chunk or rearrange curriculum as appropriate. Determine the status of scheduling and content delivery at the college partner and make student, teacher, and/or transportation adjustments as necessary.

Additional Considerations for Postsecondary Credentials

- Use information gathered from initial assessments to inform curricular compression and instructional interventions to best ensure credential attainment.
- Consider how personalized student learning plans/portfolios can be used to customize each student's experience towards credential attainment.
- Determine if additional or alternate credentials can be obtained through virtual demonstration of skills and knowledge to expand student mastery of core CTE content.
- Ensure that any new certificates or accountability metrics do not drive students toward lower-value credentials that do not contribute to postsecondary success in their field.
- Consider how postsecondary partners will accept results from alternative testing delivery formats if articulated credit is based on assessment results.
- Focus first on those programs that have mandated seat time for attainment of credentials and schedule around those considerations.
- Develop formative assessments that evaluate student learning and progress throughout the program, as informal, in-person formative evaluation of skills and knowledge may be limited in a virtual or hybrid environment.
- Advance completion of industry credentials, licensures, and certifications through engaging students during the summer months or before or after school.

See Appendix B for additional resources regarding CTE Programs.

Work-Based Learning

Transitioning to in-person work-based learning (WBL) will require collaborate by state, regional and

local partners to ensure a safe and healthy workplace learning environment.

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. Districts should consider work-based learning opportunities in all categories addressed in administrative code.

See Appendix C for statutes and regulations related to Work-Based Learning.

Additional Considerations for Work-Based Learning

- Limit in-person participation in WBL and allow for WBL to take place gradually and safely by following all NJDOH's COVID-19: Information for Schools and CDC's Considerations for Schools for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- Integrate innovative WBL experiences by coordinating with employers, students and parent/ guardians and WBL coordinators.
- Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- Work closely with business representatives to discuss liability concerns and safety trainings for students.
- Leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- Decrease or eliminate the district's required hours of work-based learning participation, if applicable.

Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships lead to high quality CTE programs and provides students access to essential work-based learning opportunities. These essential components of CTE programs cannot be compromised in a time of increased social distancing, so modifications must be developed to maintain program quality. Districts should consider career advisement and development in all categories addressed below.

See Appendix C for statutes and regulations related to CTE Programs.

See Appendix B for additional resources regarding Career Advisement and Development

See Appendix C for statutes and regulations related to CTE Teacher Retention

See Appendix B for additional resources regarding CTE Teacher Retention

See Appendix B for additional resources regarding funding for CTE programs

Future Considerations

COVID-19 has had significant impacts on education. As noted in this report, the NJDOE has actively supported districts as they navigate this pandemic. Teachers and staff have continuously shifted and reinvented educational best practices while still serving the students of New Jersey. Through our conversations with stakeholders, many have shared that embedding increased flexibility and nimbleness into the educational system to readily provide access to remote learning while maintaining New Jersey's high standards will require a reimagining of how students access educational resources and interact with teachers and peers. To truly reimagine education, New Jersey may consider future statutory and regulatory changes and policy shifts to adjust to the changing landscape of education.

Appendix A: Major COVID-19 Related Events in Education

Following the Governor's declaration of a state of emergency on March 9, 2020, the New Jersey Department of Education (NJDOE) has taken significant actions to protect the health, safety, and well-being of our students, educators, and staff.

March 13, 2020 - The NJDOE issued guidance regarding requirements for the public health-related school closure to supplement and update the series of continuously updated guidance issued on 3/9/2020, 3/5/2020, 3/3/2020, 2/3/2020, 1/29/2020.

March 16, 2020 - Governor Murphy signed Executive Order 104 which indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020.

March 19, 2020 - Govern Murphy signed Executive Order 105 which, in part, postponed April school board elections to May 12, 2020.

March 24, 2020 - Governor Murphy announced the cancellation of all statewide student assessments for the spring 2020 testing window, including the administration of the New Jersey Student Learning Assessments (NJSLA), ACCESS for ELLs, and the Dynamic Learning Maps (DLM) assessments.

March 26, 2020 - Governor Murphy announced that President Donald J. Trump issued a Major Disaster Declaration for the State of New Jersey.

April 3, 2020 - The NJDOE announced that the State Board of Education adopted temporary regulations that allow school districts and educational agencies to deliver special education and related services to students with disabilities through the use of telehealth, telemedicine, electronic communications, remote, virtual, or other online platforms.

April 7, 2020 - Governor Murphy signed Executive Order 117 to address certain state statutory requirements implicated by the cancellation of statewide assessments. This Executive Order waives, among other requirements, certain components of educator evaluation and the graduation assessment requirement for certain students.

April 7, 2020 - Governor Murphy also signed Executive Order 116 to align the April District budget process with the directives in Executive Order 105. Executive Order 116 extends certain statutory deadlines for April Districts.

April 8, 2020 - The 2020 school budget procedures calendar for April election districts was revised pursuant to Executive Order 105, which moved the election date, and Executive Order 116 to move other related dates.

April 20, 2020 - The NJDOE provided notice concerning the emergency adoption of temporary modifications to rules governing educator evaluation.

April 30, 2020 - The NJDOE announced that it was granted waivers from various federal requirements related to the COVID-19 emergency including accountability and school identification, and reporting

requirement waiver, select Elementary Secondary Education Act (ESEA) fiscal requirements waiver, and the Carl D. Perkins Career and Technical Education Act of 2006 period of availability extension. Additionally, the NJDOE provided more information related to the Education Stabilization Fund pursuant to Section 19003 of the Coronavirus Aid Relief Economic Security (CARES) Act. Further, the NJDOE clarified that requiring parents or guardians to waive certain legal rights or give written consent for shared services as a condition for receipt of special education or related services violates the Individuals with Disabilities Education Act (IDEA) and NJDOE regulations.

May 4, 2020 - Governor Murphy announced schools are to stay closed for the remainder of the 2019-2020 academic year.

May 5, 2020 - The NJDOE required school districts, charter, renaissance schools, and Approved Private Schools for Students with Disabilities (APPSD) to update their public health-related school closure plans. Additionally, the NJDOE announced the emergency adoption of temporary suspensions and one modification to rules governing the evaluation of the performance of school districts.

May 7, 2020 - The NJDOE provided information and strategies regarding the identification and parent notification of English language learners (ELLs) during the period of school closure due to the COVID-19 pandemic.

May 11, 2020 - The NJDOE notified school leaders of the CARES Act Elementary and Secondary School Emergency Relief (ESSER) Fund allocations and application as well as the adoption of temporary rule waivers and modifications pertaining to select educator certification requirements and the commissioner-approved performance assessment.

May 18, 2020 - The NJDOE released the process for filing an application to borrow due to delay in June 2020 State School Aid Payments.

May 27, 2020 - The NJDOE issued additional guidance for reporting student absences and calculating chronic absenteeism during the pandemic as well as an update on the use of ACCESS 2.0 and Alternate ACCESS 2.0 scores, the return of testing materials and score reporting.

May 28, 2020 - The NJDOE provided an update regarding commencement ceremonies.

__June 12, 2020__ - The NJDOE issued guidance regarding additional services for students with disabilities who will graduate or exceed eligibility for special education services. Summer learning programs guidance indicates summer learning program operators must take notice of Executive Order 149 (EO 149) and the New Jersey Department of Health's (NJDOH) *New Jersey COVID-19 Youth Summer Camp Standards*.

__June 17, 2020__ - The NJDOE provided updates to the Health History Questionnaire, notice of a temporary rule modification to *N.J.A.C.* 6A:10-8.1 to extend the deadline for the evaluation of chief school administrators (CSAs) to July 31, 2020, and information related to the targeted use of State set-aside funds of the CARES Act ESSER Funds.

Appendix B: Additional Resources

Conditions for Learning

General Health and Safety Guidelines

❏ CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again (CDC)
❏ General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion List (NJDOH)
❏ People Who Are at Higher Risk for Severe Illness (CDC)

Transportation

❏ CDC Activities and Initiatives Supporting to the COVID-19 Response, May 2020
❏ Coronavirus Disease 2019 (COVID-19) Considerations for Schools (CDC)
❏ COVID-19 Resources (National Association for Pupil Transportation)
❏ Parental Transportation Waiver Form (NJDOE)
❏ Transportation FAQs (NJ Department of Education)
❏ What Bus Transit Operators Need to Know About COVID-19 (CDC)

Student Flow, Entry, Exit, and Common Areas

❏ ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance
❏ "Considerations for Schools (CDC)"
❏ Governor Murphy Unveils Multi-Stage Approach to Execute a Responsible and Strategic Restart of New Jersey's Economy
❏ "Guidelines for Opening Up America Again," Opening Up America Again Guidelines, The White House and The Centers for Disease Control and Prevention.
❏ Melnick, H., & Darling-Hammond, L. (with Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N.). (2020). Reopening schools in the context of COVID-19: Health and safety guidelines from other countries (policy brief). Palo Alto, CA: Learning Policy Institute, https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief.
❏ Schools During the COVID-19 Pandemic (CDC)
❏ When and How to Wash Your Hands (CDC)

Screening, PPE, and Response to Students and Staff Presenting Symptoms

❏ Guidance on Purchasing Safety Supplies (Massachusetts Department of Elementary and Secondary Education (2020)

Contact Tracing

- ❏ CDC Guidance on Contact Tracing
- ❏ Contact Tracing Awareness Training
- ❏ FERPA & COVID-19: FAQ
- ❏ NJ COVID-19 Information Hub: What is Contact Tracing? How Does it Stop the Spread of COVID-19?
- ❏ USDE›s Student Privacy Policy Office

Facilities Cleaning Practices

- ❏ COVID-19 Resources for School Bus Personnel: Best Cleaning and Disinfecting Practices for Buses (American Federation of Teachers)
- ❏ Disinfectants for Use Against SARS-CoV-2 (EPA)
- ❏ Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes (EPA)

Educator Well-Being

- ❏ 5 Strategies for Teacher Self-Care (ASCD)
- ❏ Educator Stress Spectrum
- ❏ Educator Resilience and Trauma-Informed Self Care
- ❏ Handout: Supporting Healthy Mindsets and Behaviors
- ❏ Resiliency Resources at Rutgers University Behavioral Health Care
- ❏ Supporting Teachers Through Stress Management (NASP)

Trauma Informed Social and Emotional Learning

- ❏ Building Trauma-Sensitive Schools
- ❏ CASEL Program Guide
- ❏ Center for SEL and School Safety
- ❏ Considerations for Schools (CDC)
- ❏ COVID-19 Resources (American School Counselor Association)
- ❏ Creating Opportunities through Relationships Modules
- ❏ Creating SEL Teams
- ❏ Creating Trauma-Informed Systems
- ❏ Developmental Indicators—SEL in the K–12 Classroom (NJDOE)
- ❏ Guide to Schoolwide SEL (CASEL)
- ❏ Helping Children Cope with Changes Resulting From COVID-19
- ❏ High School Toolkit: Building a Mental Health-Friendly Classroom
- ❏ Incorporating SEL into Classroom Instruction
- ❏ Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community (CASEL)
- ❏ New Jersey's SEL Competencies and Sub-Competencies.
- ❏ SEL Data Reflection Protocol

- ❏ SEL Professional Development Modules for Educators (NJDOE)
- ❏ Social Emotional Learning District Implementation and Professional Development (Minnesota Department of Education)
- ❏ Strategies for Trauma-Informed Remote Learning
- ❏ The Greater Good Science Center at UC Berkeley
- ❏ Trauma-Informed School Strategies during COVID-19 (National Child Traumatic Stress Network)
- ❏ Trauma informed SEL: Pawlo, E., Lorenzo, A., Eichert, B., & Elias, M. J. (2019). All SEL should be trauma-informed. Phi Delta Kappa, 101 (3). 37-41.
- ❏ Trauma-Informed SEL Toolkit
- ❏ The School Climate Strategy Resource Guide provides support to school leadership teams in using the New Jersey School Climate Survey and includes sections dedicated to SEL and trauma-informed approaches among other evidence-based strategies for improving school climates that would be applicable both if a school is operating remotely or in-person.

School Culture and Climate

- ❏ National Center on Safe and Supportive Learning Environments
- ❏ National School Climate Center: School Community Engagement in the Time of COVID-19
- ❏ School Climate Strategy Resource Guide
- ❏ Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research. 83*(3), 357-385.

Universal Screening Resources

- ❏ Considerations for Remote Instruction in Early Math (K–5)
- ❏ Considerations for Remote Instruction in Early Reading (K–5)
- ❏ Marlboro Township RTI Manual
- ❏ Mount Olive Township Schools Response to Intervention (RTI)

Collaborative Problem Solving

- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Family Engagement

- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Data-Based Decision Making and Three Tiers of Academic and Behavioral Interventions

- ❏ Considerations for Remote Instruction in Early Math (K–5)
- ❏ Considerations for Remote Instruction in Early Reading (K–5)
- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Family Engagement

- ❏ 6 Keys to Engaging Families in ESSA (National PTA)
- ❏ California Department of Education (2020). *Stronger Together*.
- ❏ Children's Interagency Coordinating Council (CIACC)
- ❏ County Offices of Education Directory
- ❏ Engaging Parents through Conversations (East Side Pathways)
- ❏ Families Portal (NJDOE)
- ❏ Myers, A. (2019). *Going old-school: Home visits show marked effect on absenteeism and performance*. Johns Hopkins School of Education.
- ❏ New Jersey's Parent Teacher Association
- ❏ NJ Parent Link: The Early Childhood, Parenting and Professional Resource Center
- ❏ NJ 211 Resource Finder
- ❏ SPAN Parent Advocacy Network
- ❏ Statewide Parent Advocacy Network (SPAN) for Students with Disabilities: Resource Library
- ❏ Title I, Part A: School/Family/Community Engagement (NJDOE)
- ❏ Tucker, E. and Kruse, L. (2020). *Preparing to Reopen: Six Principles That Put Equity at the Core*.
- ❏ Getting Smart.

Academic Enrichment, Expanded After-School Learning & Summer Programming

- ❏ New Jersey's Child Care Resource and Referral Agencies by County
- ❏ NJSACC: The Statewide Network for NJ's Afterschool Communities – Virtual After School Resource Guide
- ❏ NJ YMCA Locations
- ❏ United Way's Summer Learning Resources

Mentoring

- ❏ Big Brothers Big Sisters of NJ
- ❏ Extensive Mentoring Resources by the United Way including Tools and Guidebooks
- ❏ Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young
- ❏ Parents Navigate a Pathway to Self-Sufficiency (US Dept of Labor)
- ❏ National Mentoring Resource Center

Food Service and Distribution

- ❏ [COVID-19 and Food Safety Memo (New Jersey Department of Agriculture)](#)
- ❏ [Food Safe Schools Tools and Guide (USDA)](#)
- ❏ [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) (CDC)](#)
- ❏ [Seamless Summer Option: Providing Multiple Meals at a Time During the Coronavirus (COVID-19) Pandemic (USDA)](#)

Quality Child Care

- ❏ [Child Care Resource and Referral Agencies](#)
- ❏ [Child Care Subsidy Program](#)
- ❏ [COVID-19 Resources for Licensed Child Care](#)
- ❏ [Directory of Licensed Child Care Centers (NJDCF)](#)
- ❏ [Emergency Child Care Assistance Program](#)
- ❏ [How to Establish and Design a Wellness Program](#)
- ❏ [New Jersey Head Start Association](#)
- ❏ [New Jersey School Age Care Coalition](#)
- ❏ [Weekly Conversations for Public-School Based Afterschool Programs (New Jersey School Age Care Coalition)](#)

Leadership and Planning

Scheduling

- ❏ [AEI Blueprint for Back to School](#)
- ❏ [American Academy of Pediatrics Policy Revision: Media Use in School-Ages Children and Adolescents](#)
- ❏ [Considerations for Schools (CDC)](#)
- ❏ [COVID-19 Planning Considerations: Return to In-person Education in Schools (American Academy of Pediatrics)](#)
- ❏ [Google COVID-19 Support Resources for Remote Learning](#)
- ❏ [Microsoft Remote Learning in Education](#)
- ❏ [Moodle Open Source LMS](#)
- ❏ [National Standards for Quality Online Learning](#)
- ❏ [National Standards for Quality Online Teaching](#)
- ❏ [NJDOE Early Childhood Program Guidance for Children Ages Birth through Eight](#)
- ❏ [Schools Decision Tool (CDC)](#)
- ❏ [Shifting to At-Home Learning (TNTP)](#)
- ❏ [Web Content Accessibility Guidelines (WCAG)](#)

Staffing

- ❏ [Considerations for Schools (CDC)](#)
- ❏ [Early Childhood Technology Screen Time - Early Childhood Technology Program Guidance for Children Ages Birth through Eight.](#)
- ❏ [Maintaining Wellness for Teachers and Staff During Remote Learning](#)
- ❏ [National Standards for Quality Online Learning](#)
- ❏ [New Jersey Professional Standards for Teachers and Leaders: *N.J.A.C.* 6A:9](#)
- ❏ [Preschool Classroom Teaching Guidelines](#)

Athletics

- ❏ [COVID-19 Updates (New Jersey State Interscholastic Athletic Association)](#)
- ❏ [National Federation of State High School Associations](#)

Policy and Funding

Emergency and Secondary School Emergency Relief Fund

- ❏ [NJDOE EWEG Login Page](#)
- ❏ [Summary of ESSER Fund (NJDOE)](#)

Federal Emergency Management Agency – Public Assistance

- ❏ [NJ Office of Emergency Management COVID-19 Public Assistance Information](#)

State School Aid

- ❏ [Revised State School Aid Proposal: 2020-2021 School Year](#)

Purchasing

- ❏ [NJ Department of Community Affairs, Division of Local Government Services Resources on Cooperative Purchasing](#)
- ❏ [NJ School Boards Association - Cooperative Pricing System for Technology](#)

Use of Reserve Accounts and Transfers

- ❏ [Guidance of Use of Emergency Reserve](#)
- ❏ [Guidance for Making Transfer of Appropriations](#)

Cashflow

- Cash Flow Worksheet (NJDOE)
- Local Finance Note 2020-13 (NJ Department of Community Affairs)

Costs and Contracting

- AT&T FirstNet- Although the FirstNet mission is to deploy, operate, maintain, and improve the first high-speed, nationwide wireless broadband network dedicated to public safety, some school districts are eligible.
- Case Studies (EducationSuperHighway) – Read success stories from school districts across the country that now have access to high-speed internet.
- Compare & Connect K–12 – A school broadband tool that helps school district leaders see what they are paying for internet services compared to similar districts.
- E-rate Webinars (NJSBA): Watch on-demand webinars to help you navigate the E-rate cycle.
- Get Started in E-rate (Universal Service Administrative Company)
- Guides and Templates (EducationSuperHighway) – Share these best practices with your technology and business staff to support their E-Rate application.
- High Speed Internet (NJ)- Find internet access and service providers in areas throughout New Jersey
- Network Essentials for Superintendents- A guide that takes school district leaders through the ABCs of school broadband functionality.
- NJ K–12 Broadband Initiative and E-rate (NJSBA)
- The EmpowerED 2.0 Program: This program, sponsored by T-Mobile, aims to narrow America's digital divide by providing wireless devices and service plans to eligible schools and their students.

Security and Confidentiality

- 10 Key Steps to Establish Remote Learning Amid COVID-19, F3 Law
- COPPA Guidance for EdTech Companies and Schools, Federal Trade Commission
- Cyber Security Considerations in a COVID-19 World, CoSN
- Cyber Security Training for State, Local and Federal Government Employees, NICCS
- Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, National School Boards
- Data Security for Schools: A Legal and Policy Guide for School Boards, National School Boards
- FERPA and Virtual Learning, US Department of Education
- Guidance on E-Learning Technology, Colorado Department of Education
- Guidelines to Defend VTC Hijacking and Zoom Bombing, FBI
- Online Learning Best Practices for Schools and Educators, FPF
- Parents: Raise Your Hand and Ask Schools How They Protect Student Data, FPF
- Protecting the Privacy of Student Records, NCES
- Student Privacy During the COVID-19 Pandemic: Resources, FPF
- Teacher's Data Privacy While Teaching Online, FPF
- The Educators Guide to Student Privacy, FPF and ConnectSafely

❏ [Video Conferencing Tools in the Age of Remote Learning](#), CoSN

Continuity of Learning

Special Education and Related Services

❏ [Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities (NJDOE)](#)
❏ [IEP Development Resources for Postsecondary Transition (NJDOE)](#)
❏ [New Jersey COVID-19 Youth Summer Camp Standards](#)
❏ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (USDE)](#)

Technology and Connectivity

❏ [Americans with Disabilities Act of 1990](#)
❏ [Children's Online Privacy Protection Rule COPPA](#)
❏ [EducationSuperhighway (ESH) Guide](#)
❏ [Family Educational Rights and Privacy Act (FERPA)](#)
❏ [FCC Broadband Guide](#)
❏ [FCC Household Broadband Guide](#)
❏ [Section 504 of the Rehabilitation Act of 1973](#)
❏ [SETDA and the North Carolina Digital Learning Plan;](#)
❏ [State Education Agency Considerations for CARES Act Funding as Related to Digital Learning](#)
❏ [The Broadband Imperative II: Equitable Access for Learning;](#)
❏ [The Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond.](#)
❏ [The Web Content Accessibility Guidelines (WCAG) provide standards for the accessibility of online content, including Learning Management Systems (LMS)](#)

Virtual and Hybrid Learning Environment – Curriculum

● Instructional Units
   ❏ [ELA Instructional Units](#)
   ❏ [Mathematics Instructional Units](#)

● Model Curriculum

   Model Curriculum: *username* - model; *password* – curriculum.

   ❏ [English Language Arts (K –12) Model Curriculum (includes examples of standards-based assessments)](#)
   ❏ [Mathematics (K –12) Model Curriculum (includes examples of standards-based assessments)](#)

- ❏ [Science Model Curriculum](#)
- ❏ [ArtsEdNJ & COVID-19](#)
- ❏ [Elementary Education Has Gone Terribly Wrong](#)
- ❏ [How Testing Kids for Skills Hurt Those Lacking Knowledge](#)
- ❏ [Learning Acceleration Guide (TNTP)](#)
- ❏ [Learn more about the Coherence Map](#)
- ❏ [NJDOE & NJTV Learning Live](#)
- ❏ [Project Based Learning (Edutopia)](#)
- ❏ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❏ [So How Are We Going to Teach This](#)
- ❏ [National Standards for Quality Online Learning](#)
- ❏ [Teacher Resources for Remote Learning (NJDOE)](#)
- ❏ [The Opportunity Myth - TNTP](#)
- ❏ [Virtual Professional Learning (NJDOE)](#)

Virtual and Hybrid Learning Environment - Instruction

- ❏ [EdReports](#)
- ❏ [Learning Acceleration Guide (TNTP)](#)
- ❏ [Learn more about the Coherence Map](#)
- ❏ [National Standards for Quality Online Learning](#)
- ❏ [Project Based Learning (Edutopia)](#)
- ❏ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❏ [So How Are We Going to Teach This](#)
- ❏ [The Opportunity Myth - TNTP](#)
- ❏ [Virtual Professional Learning (NJDOE)](#)

Virtual and Hybrid Learning Environment - Assessment

- ❏ [Arts Assessment for Learning](#)
- ❏ [Assessment and Student Success in a Differentiated Classroom (ASCD)](#)
- ❏ [Five "Key Strategies" for Effective Formative Assessment (NCTM)](#)
- ❏ [Formative Assessment for Remote Learning (Edutopia)](#)
- ❏ [Formative Assessments for Students with Disabilities (CCSSO)](#)
- ❏ [Formative Assessment that Truly Informs Instruction (NCTE)](#)
- ❏ [Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies (NCEE/IES)](#)
- ❏ [Restarting School: Planning for Acceleration in the 2020-2021 School Year (TNTP)](#)
- ❏ [Revising the Definition of Formative Assessment (CCSSO)](#)
- ❏ [Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom (National Academies of Sciences, Engineering, and Medicine)](#)
- ❏ [Teachers Know Best: Making Data Work for Teachers and Students (Bill and Melinda Gates Foundation)](#)
- ❏ [Using Formative Assessments to Help English Language Learners (ASCD)](#)
- ❏ [Using Student Achievement Data to Support Instructional Decision Making (NCEE/IES)](#)

Work-Based Learning

- ❏ NJ Safe Schools

Career Advisement and Development

- ❏ Career Exploration Tools and Materials
- ❏ NJ Career Assistance Navigator (NJCAN), a free, NJDOE/NJDOL-sponsored career information system available to all New Jersey school districts and residents

CTE Teacher Retention

- ❏ CTE Coalition: Industry Partners Offering Resources for Remote Learning
- ❏ CTELearn Online CTE Teacher PD Portal
- ❏ MIT Open Courseware (in STEM, Business and Health/Medicine)
- ❏ Remote Learning Tools (ACTE)

CTE Funding

- ❏ OCTAE letter on loaned equipment to respond to the Novel Coronavirus disease (COVID-19)
- ❏ CDC Activities and Initiatives Supporting the COVID-19 Response and President's Plan for Opening America Up Again

Appendix C: Statutes and Regulations

The following includes the relevant statutes and regulations that must be followed by all local education agencies. While this is not an exhaustive list, these statutes and regulations must be upheld while developing and implementing district reopening plans whether the district is operating under an in-person, hybrid, or virtual model.

Contact Tracing

- *N.J.S.A.* 18A:17-43.2

School Culture and Climate

- Prevent and respond to allegations of HIB by implementing the regulations at *N.J.A.C.* 6A:16-7.7 and 7.8.
- Develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school pursuant to *N.J.S.A.* 18A:37-21

Pandemic Response / ReTeams (School Safety and Security)

- *N.J.S.A.* 18A:37-21
- *N.J.S.A.* 18A:17-43.3
- *N.J.S.A.* 18A:41-7
- *N.J.A.C.* 6A:16-5.1

Staffing

- ❏ Certificated Staff (Chapter 9b)
- ❏ High-Quality Preschool Programs (Chapter 13a)
- ❏ Managing for Equality and Equity in Education (Chapter 7)
- ❏ New Jersey Professional Standards for Teachers and Leaders (Chapter 9)
- ❏ Preschool Classroom Teaching Guidelines

Professional Learning

- Professional learning should continue to meet the regulatory requirements in *N.J.A.C.* 6A:9C-
- 1.1 through 5.4.
- Professional learning should continue to be aligned with the Professional Learning Standards identified in *N.J.A.C.* 6A:9C-3.3 and be ongoing, job-embedded, sustained, and lead to meeting the needs of all learners.

Requirements for CTE Programs

- ❏ *N.J.A.C.* 6A:19-3.1 and 3.2
- ❏ *N.J.A.C.* 6A:8-3.3
- ❏ New Jersey Perkins V State Plan
- ❏ Strengthening Career and Technical Education Act (Perkins V)

CTE Teacher Retention

- ❏ *N.J.A.C.* 6A:19-3.1
- ❏ *N.J.A.C.* 6A:19-3.2
- ❏ *N.J.A.C.* 6A:9B-9.4
- ❏ *N.J.A.C.* 6A:9B-11.3
- ❏ New Jersey Perkins V State Plan
- ❏ State Required Professional Development
- ❏ Strengthening Career and Technical Education Act (Perkins V)

Requirements for Work-Based Learning

- ❏ *N.J.A.C.* 6A:19-3.1, Program requirements
  N.J.A.C. 6A:19-3.1, Program requirements
- ❏ *N.J.A.C.* 6A:19-3.2, Program approval and reapproval
- ❏ *N.J.A.C.* 6A:19-4.1, Requirements of structured learning experiences
- ❏ *N.J.A.C.* 6A:19-4.2, Applicability and implementation of safety and health standards for career and technical education
- ❏ *N.J.A.C.* 6A:16-6.1, Safety and health standards
- ❏ New Jersey Perkins V State Plan
- ❏ Strengthening Career and Technical Education Act (Perkins V)